

Edgeworth Public School

Annual Report



2017



3564

Introduction

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

Catherine Larkman / Rebecca Baird

Principal (rel.)

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Message from the Principal

In 2017 the school continued on its journey to excellence mapped against the School Excellence Framework. Significant opportunities were provided to students to develop and showcase their talents and skills. The staff worked tirelessly throughout 2017 to finalise the improvement measures outlined in the 2015–2017 School Plan with milestones created to focus improvement in Leading, Learning and Links.

Rebecca Baird

School background

School vision statement

At Edgeworth PS students are supported with learning opportunities which are engaging, creative and where innovation and success are evident. Learning is valued and achievement is celebrated across the school.

Students develop leadership skills within the school and across other settings. Staff fulfil leadership roles improving teaching practice and facilitating sustainable leadership in collaborative networks. Involvement of parents is genuine and inclusive.

Our school is a hub of learning with strong local connections and involvement from a variety of networks which supports learning across the community.

School context

Edgeworth Public School is a large primary school with 629 students serving the Edgeworth and Cameron Park community. This includes: 589 students K–6, 40 part-time (0.5) preschool students, 94 Aboriginal & Torres Strait Islander (ATSI) students (16%) and 32 students with English as an Additional Language (EALD) (5%). Student enrolments are sustained with predicted growth due to residential development in Cameron Park.

Edgeworth Public School bases its policy and procedures on strong values and beliefs as determined by community processes. Positive Behaviour for Learning (PBL) strategies based on the core values – Respect, Responsibility and Learning are embedded into all aspects of school life.

A genuine partnership with P & C and School Council ensures the school is well positioned in supporting quality outcomes for our students.

The school offers a range of academic, cultural and sporting programs which are valued by the community. Significant whole school programs include: Language Literacy and Learning (L3), Positive Behaviour for Learning (PBL), Targeted Early Numeracy (TEN) and intensive transition programs (P–K and Yr 6–7).

Positive links are established with the Innovation, Inspiration, Learning Alliance (IILA) which is a collaboration of local public schools including Glendale Technology HS. Other links include: Aboriginal Education Consultative Group (AECG), The University of Newcastle, Lake Macquarie City Council, Edgeworth Shopping Centre, Edgeworth Community Services and Edgeworth sporting clubs.

A rich data analysis across the school drives the shared commitment to improving student achievement, developing leadership capacity and authentic connections.

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 Edgeworth PS all staff contributed to strategic team planning, charting the progress of milestones twice a term. Progress was mapped against the School Excellence Framework, with the team robustly discussing and analysing the evidence to substantiate whether our school was delivering, growing and sustaining or excelling against the domains of learning, teaching and leading. Future planning was incorporated into the discussion.

In the domain of learning, the school's focus has been on Learning Culture, Wellbeing and Curriculum. High expectations across the school community are facilitated by our successful Positive Behaviour for Learning (PBL) initiatives to sustain a positive school culture, creating the conditions for effective teaching and learning to take place. Powerful Learning, Accountable Teaching (PLAT) programs have been effective in driving differentiated learning for all students, with a particular focus on writing. The introduction of a RAM funded Assistant Principal to support Explicit Instruction led to

the improved delivery of quality teaching practices, specifically ignition activities and learning intentions. Wellbeing of students was enhanced by revised, structured learning support team (LST) systems to support planned, inclusive approaches to the holistic needs of students.

In the domain of teaching, the school's focus was on Effective Classroom Practice and Learning and Development. Evidence based teaching practices were identified, promoted and modelled through Explicit Instruction procedures to improve student outcomes in literacy and numeracy. Feedback procedures were strengthened across the school including teacher to teacher and teacher to student, enhancing collaboration and promoting positive mentoring and coaching support.

In the domain of leading, the school's focus continued to be on leadership. 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. Professional Development Plan (PDP) processes were refined and staff were actively engaged in goal setting and achievement of their goals. QTSS procedures allowed Covey and Growth Coaching practices to be embedded across all levels of support, enabling executive to engage in meaningful conversations in building teacher capacity and aspiring leaders.

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

Leading

Purpose

To create a school culture which values sustainable leadership, providing diverse opportunities which develop confidence, collaboration and innovation across the school community.

Overall summary of progress

Edgeworth Public School has continued to promote sustainable leadership across the school to improve outcomes and build capacity.

In 2017, Edgeworth Public School created an AP Pedagogy position to drive the implementation of Explicit Instruction across all stages. The AP led quality teacher professional development and the creation of resources as well as undertaking regular lesson observations, providing staff with timely and relevant feedback. Growth in Explicit Instruction practices was reflected in staff Professional Development Plans (PDPs) through a effective process of observations, mentoring, feedback and professional learning. Quality Teaching Successful Schools (QTSS) funds were utilised by providing executive staff with additional time to mentor and provide support to colleagues which enhanced the PDP process. The capacity of executive staff has continued to be developed through participation in 'Covey's 7 Habits of Highly Effective People' and 'Growth Coaching'. The skills, knowledge and understandings obtained through these courses have been utilised by staff in leading effectively and providing feedback to build capacity.

Streamlined administrative practices and ongoing professional learning for relevant staff in Local Management Business Reform (LMBR) and the employment of additional staff led to increased efficiency in supporting school operational procedures. Ongoing training will continue to ensure effective practices are being developed and maintained. The office underwent a major upgrade including a separate office for the School Administration Manager (SAM), increased storage and desks aligned correctly for WHS and customer relations. This facilitated improved working conditions for staff and provided a welcoming atmosphere for parents and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff demonstrate professional growth by displaying movement on the Classroom Practice Continuum (AITSL).	QTSS procedures	Staff have owned the PLP process as meaningful and linked to staff identified personal growth. Identification of more PL hours for accreditation will be incorporated in 2018–2020 plan.
100% of staff accredited at proficient by end of 2017 with at least 15% of staff working towards higher levels of accreditation.	Nil	All staff accredited at proficient. Voluntary accreditation at higher levels was not sought by any staff.

Next Steps

- Pedagogy support will continue through the introduction of above establishment Instructional Leadership to support teachers in their delivery of quality teaching and learning programs.
- Executive will continue to be trained in Growth Coaching practices to ensure meaningful conversations are embedded in teacher feedback and PDP processes.
- Whole school data collection sources will be reviewed and structures established to ensure effective tracking of student progress and intervention support.
- Administrative practices and processes will be continually reviewed and refined with opportunities for professional learning for staff prioritised as needed.
- The school will utilise the Enterprise Financial Planning and Human Resource Tool to track staffing and budget allocation and expenditure.

Strategic Direction 2

Learning

Purpose

To ensure all students have the opportunity to learn and lead successful, productive lives.

Overall summary of progress

In 2017, an Assistant Principal of Pedagogy was employed to facilitate the introduction of Explicit Instruction practices at Edgeworth PS. Observations of teaching practices through walkthroughs provided teacher support and feedback, while data was collected on teacher capacity and student engagement in 'Warm Ups'. Effective processes, including visible learning intentions, 30–40–30 differentiation and high student engagement were evident in all classrooms.

Powerful Learning, Accountable Teaching (PLAT) and Language, Literacy and Learning (L3) processes were implemented, providing research based and evidence best practice to monitor student progress and achievement. Reading and Writing were a focus for data collection and analysis and was used to ensure differentiated program implementation for all students and drive tiered intervention for students working below expected achievement levels.

Wellbeing processes have been a focus to support the emotional, social, and learning needs of students to provide the opportunity to succeed, connect and thrive. Positive Behaviour for Learning continues to drive school values with students participating in weekly focus lessons and data is tracked on student behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students achieving at or above expected growth in Yr 5 and 7 for reading, writing and numeracy by 15%.		<p>Students achieving at or expected growth in Y5 showed a significant decline 2015–2017, which will be addressed moving into the new school plan. The percentage of students achieving expected growth in reading decreased from 74.6% to 53%, growth in writing decreased from 68.8% to 42.4% and growth in numeracy decreased from 96.6% to 76.2%.</p> <p>Data for students achieving at or expected growth for Y7 was more positive, with increases in writing and numeracy. The percentage of students achieving at or above expected growth in reading was fairly stable from 41% to 41.9%, students achieving at or above expected growth in writing improved from 7.7% to 30.1% and numeracy results improved from 41.9% to 52%.</p>
100% of students will demonstrate improvement against individual benchmark expectations (PLAT).		<p>In 2017 student performance was measured against PLAT markers (syllabus outcomes and continuum markers) in Reading K to 2 and Writing K to 6. 96% of students demonstrated improvement against benchmark expectations. Students benefited from targeted, tiered invention in writing.</p>
Increase the percentage of students in the proficient bands in literacy (reading) and numeracy by 5% and inclusive of all students.	Nil	<p>From 2014–2017 the number of students in proficiency bands in Year 3 reading decreased from 42% to 21%, Y3 writing decreased from 40% to 27% and Y3 numeracy remained the same at 31%.</p> <p>Growth of Year 5 students in reading remained fairly consistent with a slight increase of 1% in reading from 19% to 20%, a growth of 3% in writing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in the proficient bands in literacy (reading) and numeracy by 5% and inclusive of all students.		from 7% to 10% and an increase of 1% in numeracy from 13 to 14%.

Next Steps

- Continued monitoring and a deeper, ongoing analysis of NAPLAN and school based assessment data to ensure teaching and learning programs are focused on improving student achievement.
- Professional learning to support differentiation and refined assessment and reporting processes.
- Utilising and analysing whole school data collection more effectively for collective understanding and future directions, through professional teacher discussions.
- Continued goal setting by students, increasing self-direction and engagement.
- Focus on tracking of student wellbeing in PBL and provision of mentoring and support for identified students.

Strategic Direction 3

Links

Purpose

To empower networks to support and contribute to the individual and collective purpose for future learning.

Overall summary of progress

Strong community partnerships are fostered through regular P&C and School Council meetings, with consultation on the 2018–2020 School Plan. A Community Consultation Forum was held that involved students, staff and the community to look at current school practices and future directions. Community attendance at school events has been substantial and provide opportunities for celebration of student achievement in academic, sporting and creative arts endeavours.

A team was established to investigate Future Focused Learning initiatives, including varied and flexible learning spaces, STEM resources and student laptops. Three banks of student laptops have been purchased and are being utilised in predominantly Stage 3 classrooms.

The school continues to work collaboratively with local schools through the Innovation Inspiration Learning Alliance (IILA). Combined staff development days for all teachers and executive ensure collegiality, common understandings and directions. Strong transitions processes exist to ensure the smooth transitions to Kindergarten and High School. Student achievement is also celebrated annually through an Excellence Assembly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% or above of parents indicate satisfaction with communication between home and school.	Commonwealth funding \$14492 for CLO position	The community values improved communication platforms through the use of Skoolbag and Class Dojo for information and communication. A Community Liaison Officer was employed in 2017 to streamline communication processes and update the website, which was greatly appreciated by the community. Areas for improvement to be addressed will include exploration of social media platforms to enhance home school communication.
80% or above of community learning partnerships and school networks, value the contribution of positive working relationships towards the enhancement of student learning outcomes.	\$200	96% of parents and caregivers indicated high levels of satisfaction with positive working relationships with the school as indicated by community forum workshops.

Next Steps

- Community Engagement will continue to be a priority, with new consultative platforms being established to increase communication and genuine partnerships.
- IILA connections will be maintained, with a continued focus on Professional Learning, with a combined whole school professional learning day each year and executive professional learning each term.
- Futures Focus Learning is being included in the 2018–2020 School Plan with a budget assigned to support Future Focused teaching initiatives and this will be a common direction for IILA schools.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$59,336 AEW (ATSI SLSO) \$24,000 ATSI SLSO \$10,000 PLP Interview Release \$2,000 Excursion \$4,000 Community Programs \$1,000 NAIDOC Week \$1,000 Planning Days \$1,000 Environmental Budget	Aboriginal Student Learning Support Officer permanently employed to work extensively with students, staff and community, resulting in increased engagement between ATSI families and the school, in cultural celebrations and activities and an increased pride in heritage. Identified student goals have been supported extensively through in class support and guided conversations.
English language proficiency	\$7181	Learning progression data base was created in order to support targeted students.
Low level adjustment for disability	\$162,516 (1.6 LaST) \$120,000 \$3,500 \$50,000	Learning and Support Teacher and DP led the learning and support team and liaised with school counsellor in order to meet the wellbeing and cognitive needs of our students. Our team have supported a significant number of students with high level intervention in 2017. SLSOs employed to provide tiered intervention to all classes K–6 and were trained in explicit instruction processes regarding intervention for reading, writing, numeracy and spelling. AP Pedagogy worked collaboratively to develop explicit writing intervention which was delivered by SLSOs to support students at point of need. Student assistance saw many students taking part in educational excursions as well as receiving support with school equipment as needed. All staff had the opportunity to develop IEPs and collect individual student data in the areas of Literacy and Numeracy in order to more effectively track and differentiate their teaching and learning to support individual student needs.
Quality Teaching, Successful Students (QTSS)	\$80000	AP Pedagogy recorded significant shift in class practice for the school initiative Explicit Direct Instruction in terms 1 and 2. During term 3 and 4 all APs took part in stage team support in teacher identified areas. CTs have reported feeling supported and have been embedding feedback and mentoring conversations into their practice.
Socio–economic background	\$7,000 Community Events \$20,000 Computer Coordinator \$110,000 Additional CT staffing \$10,000 (2500 per term) Exec Planning Days	A teacher was employed 5 days per week to release our AP Wellbeing off class to provide additional wellbeing support for all students K–6. The majority of wellbeing support was catering for students in out of home care – an average of 27 students (5% of the school population). Additional ICT time was funded to provide onsite ICT support with hardware, software and professional learning. Executive planning and Preschool planning days allowed for focus on ongoing school

Socio-economic background	<p>\$9,600 (3 people per term) Preschool Planning Days</p> <p>\$5,000 Fleming Release</p> <p>\$5,000 RR training</p> <p>\$5,000 PBL Student Wellbeing</p> <p>\$10,000 OPL L3 Release</p> <p>\$2,500 EDI Professional Reading Books</p> <p>\$20,000 Additional Staffing Office</p> <p>\$12,000 Stage budgets</p> <p>\$33,000 KLA Budgets</p> <p>\$3,000 Wellbeing</p> <p>\$10,000 Library budget</p> <p>\$7,000 CoS TPL</p> <p>\$26,000 EI training</p>	<p>evaluation linked to our school plan as well as sharing of collective expertise within and across our team. Funding around Explicit Direct Instruction, our mentor John Fleming , professional reading and additional release for teachers led to a great understanding of differentiation and catering for individual student needs. Stage, wellbeing and key learning area budgets were allocated to ensure all students received equitable resources. Due to Learning Management Business Reforms (LMBR), extra office staff allocation supported the ordering of student resources as well as supporting our School Administration Manager with building capacity with office systems and finance. Staff continued to train for the second year in L3 strategies to better differentiate the learning needs of K-2 students.</p>
Support for beginning teachers	\$13 378	<p>Beginning teachers have been supported by identified school leaders in their accreditation processes, online support training and the final presentation to the school TAA.</p>
Rewards Great Teachers	\$39 125	<p>Higher Duties AP Pedagogy provided support for teachers at all stages of their career. The role supports teachers to collect and map evidence against standards for accreditation and has created a school culture of continuous improvement underpinned by the teaching standards.</p>
Local Decision Making	\$14 141	<p>A Community Engagement Officer has been employed to strengthen family and community engagement within our school community. The role is around high visibility at school functions, with all key stakeholders including involvement with the school planning process and support with school transitions. School promotion through updating of the website and home school communication through Skoolbag ensured strong community links.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	313	311	313	283
Girls	272	278	305	306

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Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	95.5	95.4	93.7
1	94.3	93.7	95	93.6
2	94.5	94.3	95.4	91.3
3	94.9	94.3	95.7	92.2
4	93.9	92.8	95.8	92.5
5	93.6	93.8	94.6	91.5
6	94.4	93.8	95.3	94.1
All Years	94.3	94	95.3	92.7
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

Edgeworth PS is proactive in managing student attendance. Students whose attendance is of concern are identified through learning support team processes and monitored closely. Monitoring processes include: consistent communication with parents via telephone,

letter or interview, tracking of students through learning support team meetings and ongoing support and communication with the Home School Liaison Officer (HSLO).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.6
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	5.26
Other Positions	0

*Full Time Equivalent

Edgeworth Public School has 5 staff members that have identified 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	

Professional learning and teacher accreditation

During 2017 staff engaged in a number of professional learning opportunities to further support and enhance student learning outcomes. Professional learning also supported the achievement of the products and practices as outlined in the 2015–2017 School Plan. Teacher professional learning was facilitated through school development days, courses offered by the Department of Education, external providers, conferences, weekly staff meetings, professional

learning networks and online courses. Staff identified individual professional learning goals through their Professional Development Plans (PDPs) and directed their own professional growth based on this need.

Identified professional learning funds as well as additional funding from the school's funding allocation were used to provide professional learning focusing on the impact to our students.

In addition, staff completed training in:

- Explicit Instruction
- PLAT data analysis and tracking students against markers for whole school intervention.
- Data Walls
- Growth Coaching
- Art of Leadership – Master Class
- Positive Behaviour for Learning.
- National Consistent Collection of Data School Students with Disability (NCCD).
- Maths Building Blocks.
- New department finance systems.
- Student wellbeing.
- 7 habits of highly effective leaders.

All staff completed mandatory compliance training in Code of Conduct, Child Protection, CPR and anaphylaxis.

In 2017 all staff were working towards NSW Education Standards Authority (NESA) accreditation, 4 teachers completed accreditation at proficient and 2 teachers completed their 5 year cycle of maintenance accreditation at Proficient.

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	484,316
Revenue	5,694,217
Appropriation	5,395,514
Sale of Goods and Services	87,822
Grants and Contributions	191,038
Gain and Loss	0
Other Revenue	14,145
Investment Income	5,699
Expenses	-5,861,440
Recurrent Expenses	-5,861,440
Employee Related	-5,131,409
Operating Expenses	-730,031
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-167,223
Balance Carried Forward	317,093

The Finance Committee met regularly throughout 2017 to ensure budgets were being met and resources were allocated for improvements in teaching and learning.

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	3,813,379
Base Per Capita	95,975
Base Location	0
Other Base	3,717,404
Equity Total	674,064
Equity Aboriginal	114,531
Equity Socio economic	308,459
Equity Language	7,181
Equity Disability	243,893
Targeted Total	116,935
Other Total	547,086
Grand Total	5,151,465

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

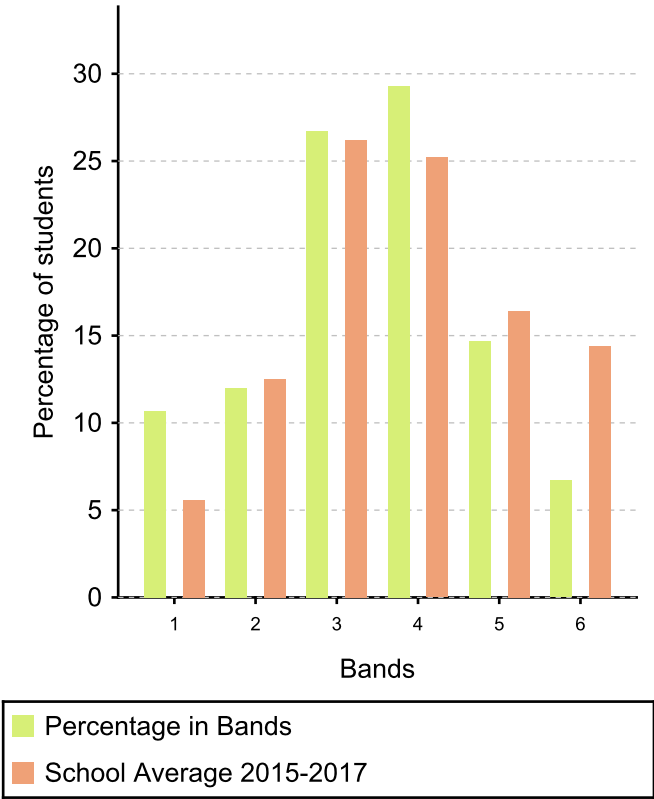
NAPLAN

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.

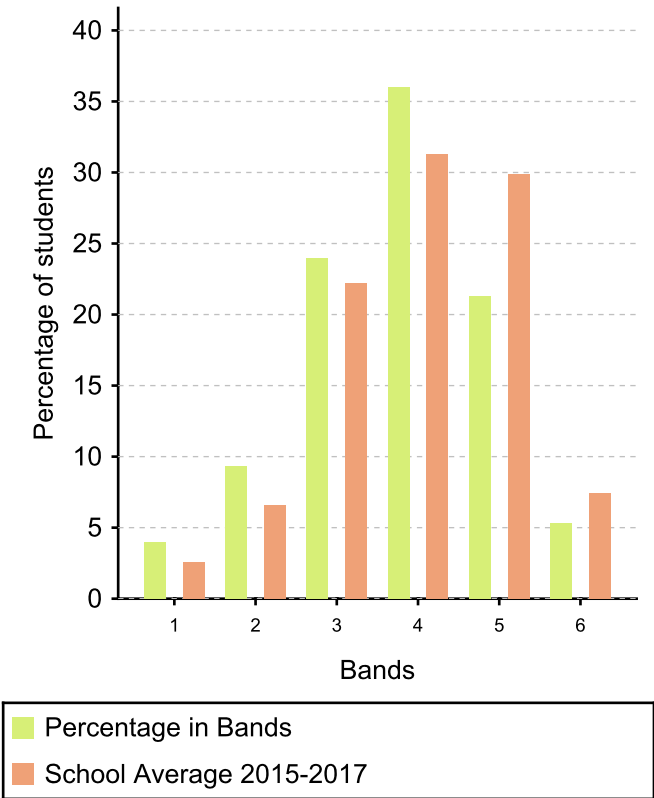
75 Year 3 students participated in NAPLAN literacy assessments including 38 boys and 37 girls. In reading 21.4% of our students were placed in the top two bands, a decrease of 6.6% from 2016. The number of Year 3 students placed in the bottom two bands has shown a decrease of 1.7%. Future areas for development include student's ability to analyse key ideas, seek information, and use of specific language features. In writing, 26.6% of our students were placed in the top two bands, a decrease of 11.4% from 2016. The number of Year 3 students placed in the bottom two bands has shown an increase of 8% for writing. Areas for development include students' ability to identify the structural components of texts, application of audience and vocabulary features.

82 Year 5 students participated in NAPLAN literacy assessments including 38 boys and 44 girls. In reading, 19.7% of our students were placed in the top two bands, a decrease from 2016 of 4%. Students in the lower two bands showed a decrease of 1.8%. Areas for development include students' ability to identify the purpose of paragraphs, inference of key ideas and changes in character's perspectives. In writing, 13.3% of our students were placed in the top two bands, an increase from 2016 of 5.1%. The number of Year 5 students placed in the bottom two bands has shown an increase of 3.1%. Identified strengths were cohesion, vocabulary and text structure. Areas for development include students' ability to write for a specific audience, use of persuasive devices, paragraphing, sentence structure and ideas relevant to a text.

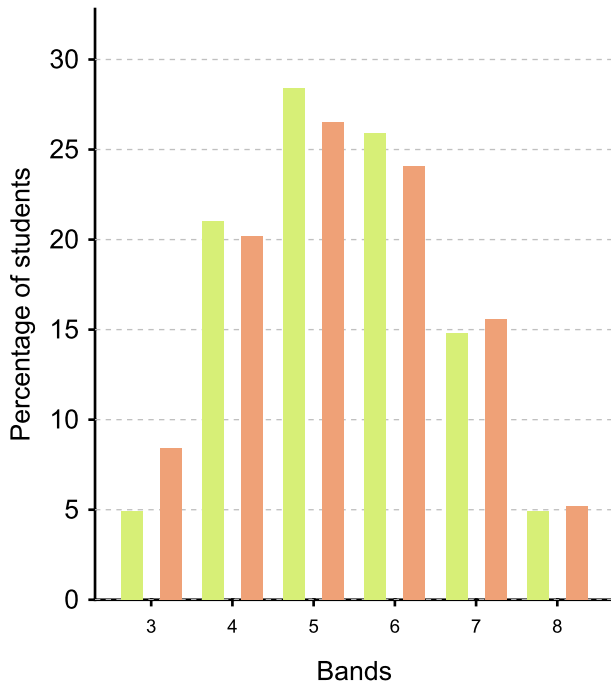
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Writing

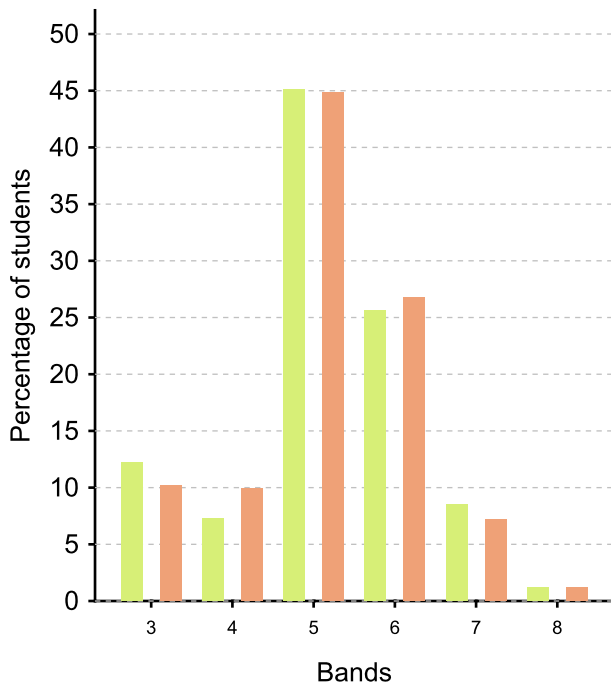


Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



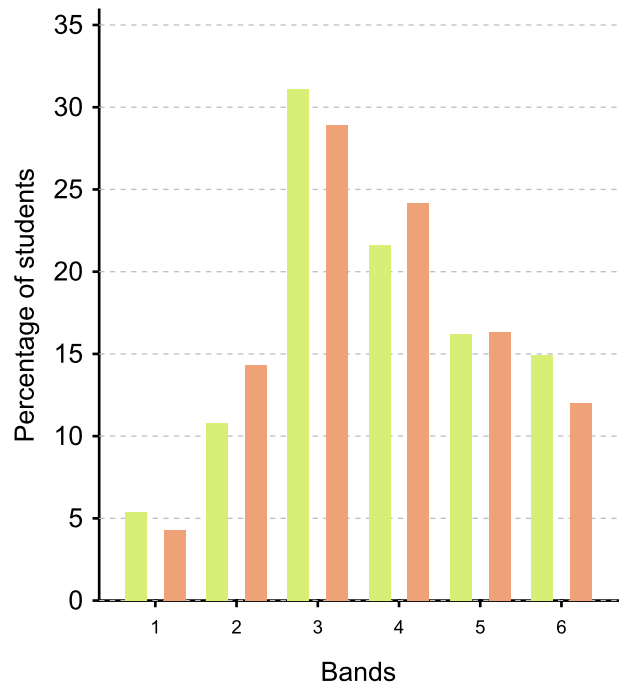
Percentage in Bands
School Average 2015-2017

divide, explore 2D shapes and measure lengths.

81 Year 5 students participated in NAPLAN numeracy assessments including 38 boys and 43 girls. 13.6% of our students placed in the top two bands resulting in a decrease of 2.7% from 2016. There was a 0.6% increase in students in the bottom two bands from 2016. Boys outperformed the girls, with 15.8% of boys in the top two bands, compared to 11.6% of girls.

Our students showed strengths in using tally marks, addition, halving and simple multiplication. Areas for development include students' ability to interpret column graphs, calculate percentage discounts and choosing an appropriate unit of measurement for capacity.

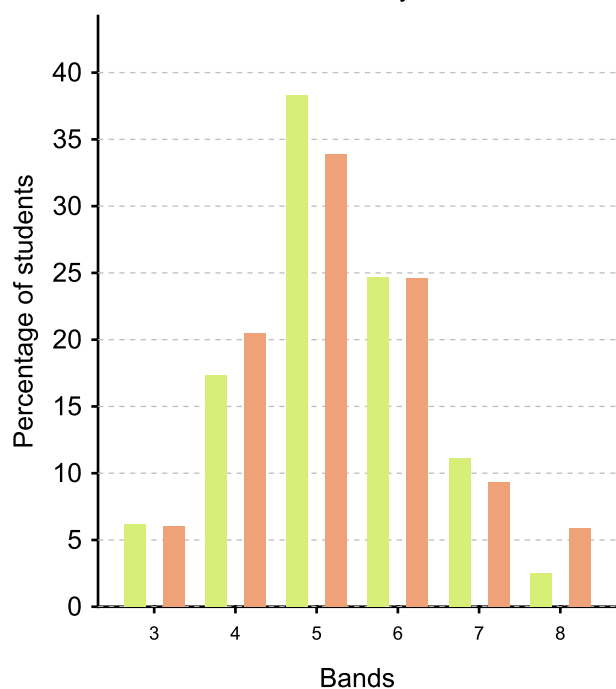
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

74 Year 3 students participated in NAPLAN numeracy assessments including 37 boys and 37 girls. 31.1% of our students placed in the top two bands, an increase of 8% from 2016. 7% of our students were at or below NMS, compared with 5% of all students across the state. Our students showed strengths in addition, basic chance, and interpreting bar graphs. Areas for development include students' ability to multiply and

Percentage in bands:
Year 5 Numeracy



that they were happy with their child's education at Edgeworth PS. Students felt supported by teachers, enjoying the warm ups for reading, spelling and maths that were a fundamental part of Explicit Instruction. Areas that students believed the school could improve in were a focus on maths, rewards in all classrooms and a focus on high performing students as well as low performing students. Over 65% of Aboriginal students responded that it was the teachers who made a difference. Teachers indicated that engagement was the highest determining factor in students learning well and that dedicated time for planning and professional learning and resources would support all students learning well. Leaders indicated that dedicated teachers were the highest determining factor in students learning well, and indicated that mentoring and coaching was the highest factor in helping them to lead well.

In 2018, TTFM will again be utilised for comparison, to show growth, and to indicate areas for improvement.

Policy requirements

Aboriginal education

2017 has been a positive year for Aboriginal Education at Edgeworth Public School. The community has responded enthusiastically towards NAIDOC celebrations, cultural and performance opportunities for students and student wellbeing initiatives including the Breakfast Club, and Bro and Sista Speak. ATSI students have been supported academically through targeted intervention programs, Homework Club and Transition programs. Our Aboriginal SLSO has worked collaboratively with staff, students and the community to support education, wellbeing, connection to culture and attendance. Positive partnerships between the school and local preschools, the high school, AECG, IILA and external agencies including Yammuloong have been established and maintained, resulting in increasingly successful school transitions.

Multicultural and anti-racism education

Each year Edgeworth PS plans and implements activities that foster cultural and religious tolerance and acceptance, including student and staff participation in Harmony Day. Multicultural perspectives are embedded into teaching and learning programs. Edgeworth PS has 2 trained Anti-Racism Contact Officers (ARCO) to support students, staff and the community.

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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands for reading has decreased from 28% to 21.4% and increased for numeracy from 23.1% to 31.1%. The percentage of Year 5 students in the top two bands for reading has decreased from 23.7% to 19.7% and decreased for numeracy from 16.3% to 13.6%. Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. In 2016, 8.33% of Aboriginal students achieved in the top 2 bands, increasing to 17.74% in 2017.

Parent/caregiver, student, teacher satisfaction

In 2017, the Tell Them From Me Survey (TTFM) was not completed at Edgeworth PS. School designed surveys, student focus groups and feedback templates were designed to address satisfaction levels of parents, students and teachers. A successful community consultation forum was held to discuss data collected and future directions for the 2018–2020 school plan. Students and community responses indicated that the highest factor in helping students learn were the teachers at EPS. 96% of parents surveyed indicated