

# Edgeworth Heights Public School

## Annual Report



2017



4155

## Introduction

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

Kathryn Duncan

Principal

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## School background

### School vision statement

#### ***Quality, Care, Commitment.... Where All students Succeed***

Our learning community is committed to quality educational programs, outstanding teachers and an unmatched level of individual service to our students and families.

We hold high expectations and believe that all students should have strong core academic skills, a broad logical thinking ability and be capable of functioning in a rapidly changing world.

Our programs are enhanced by our commitment to strong social education that includes fulfilling potential, supporting individual resilience and the development of personal character values, including a commitment to lifelong learning.

***Through quality, care and commitment, we seek the best that can be achieved academically for each student and at the same time we look to his or her social development.***

*We believe that schooling should be enjoyable and that given sufficient challenge and support, all students can learn and achieve at high levels.*

### School context

Edgeworth Heights Public School serves a large diverse community in West Lake Macquarie. The school has some very multifaceted high needs cases that it manages. The enrolments and socio-economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships are what we consistently commit to as our predominant action areas.

Every person learning and working within the school has the capability to succeed and as such, high expectations are held for both teachers and students, where there is an unrelenting emphasis on the quality of learning taking place within every classroom, the orderly manner in which this occurs and the responsibility that both teachers and students take in improving themselves.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In the domain of Learning: Our efforts have primarily focused on Learning Culture, Curriculum and Assessment. The school has worked towards aligning systems for the collection of assessment data through the continuation and improvement of the whole school assessment schedule. Teachers use assessment data to track student attainment of learning outcomes and identify learning goals through plotting students on the Literacy and Numeracy continuums. Data is then used to drive teaching and learning programs with clear links in documentation. Feedback gained from current Kindergarten parents has driven improvements to the current transition program. This will remain a practice so that programs can be strengthened further. In the Learning Support Team process, students requiring tiered intervention have been identified and tracked with the help of new procedures and visible documentation including parent involvement in planning and supporting learning directions. The sustained use of the Fish Philosophy values has created a positive learning culture amongst staff and students. The capacity of staff to meet individual learning needs has been strengthened through teacher engagement in the Performance and Development Framework, driving individualised Teacher Professional Learning. Peer coaching structures have allowed for increased collaboration and common professional development goals. A wellbeing focus for 2018 will enable students to become a larger part of their learning process in the creation of educational goals, strengthened behavioural expectations and high expectation relationships.

In the domain of Teaching: Our focus has centred around effective classroom practice and data skills to review existing systems of evidence based practices such as Explicit Direct Instruction (EDI). Teachers participated in professional learning that was targeted to the needs of staff as highlighted through the thorough Professional Development Plan (PDP) process. Engagement in the Early Action for Success program has strengthened the approach to data analysis and reflection of the effectiveness of teaching programs. The implementation of data chats for all K–2 staff with opportunities for 3–6 staff participation has been a successful strategy to increase reflective practice and further improve student achievement of learning outcomes. Data gained through assessment enabled teachers to implement effective change processes in teaching and learning programs, targeted at areas of need for students. A focus for 2018 will be to implement further improvement in the facilitation of discussions around data and using this to inform teaching with strengthened student participation.

In the domain of Leading: Our priority has been to improve educational leadership through transformational practices. These practices have allowed teaching staff to identify areas of development and nominate mentors through peer coaching structures. Staff strengths have been utilised in professional learning opportunities delivered in the school setting which have positively reflected change in teaching practices. Strengthening of community involvement in evaluation of current practices has allowed for effective reflection and will guide a 2018 focus on collaboration.

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

Quality curriculum planning and delivery, promoting excellence in learning

### Purpose

- To foster a school culture that demonstrates ongoing performance and improvement.
- To ensure a strategic and planned approach to supporting the cognitive, emotional, social and physical well-being of all students
- To ensure an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.
- To ensure consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.
- To deliver high levels of student performance on external and internal measures.

### Overall summary of progress

Effective curriculum delivery was supported and sustained at Edgeworth Heights Public School through highly evident collaborative practices and a strong school culture of teaching and learning development. Refined curriculum programs were embedded in daily teaching, reflective of evidence informed teaching practices. Strategic planning teams were assembled for school based assessment and 'Early Action for Success' frameworks were accessed to support school improvement. A school Professional Developmental Framework provided targeted teacher development, linking curriculum delivery and learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Quality teaching and learning practices are evident in every learning environment.</li><li>• Curriculum programs and teaching practices are evidence informed and innovative.</li><li>• Data analysis and evaluations of student performance are undertaken by stakeholders with feedback used to plan future learning.</li><li>• Students achieve at high levels of performance on external and internal measure.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic background</li><li>• Aboriginal Background</li><li>• Low Level Adjustment for Disability</li></ul>	<ul style="list-style-type: none"><li>• Teachers and Support Staff work productively and collaboratively to develop, refine and embed strategic school systems and effective practices which enable us to address the school priorities and strengthen teaching and learning.</li><li>• The PDP framework, school based mentoring and peer coaching programs were established and implemented to validate the quality pedagogical practices visible in each classroom and compliment the link between curriculum and learning.</li><li>• Researched based and evidence informed practices, such as Hattie's Visible Learning, Hollingsworth &amp; Ybarra's Explicit Direct Instruction, e5 Instructional Model, Doug Lemov's Teacher Like a Champion and CECE's What Works Best, are accessed and applied in all learning environments, supporting excellence in teaching.</li><li>• Teachers effectively differentiate curriculum delivery to address individual students needs and ensure syllabus outcomes are being addressed through strategic tracking in teaching and learning programs.</li></ul>

### Next Steps

- Reviewing and refining the efficient and effective use of evidence-informed practices to improve student outcome achievement in literacy and numeracy.
- Building student's capabilities to use assessment and feedback to plan for improvements in their learning.



## Strategic Direction 2

Strong, strategic and effective leadership

### Purpose

- To clearly articulate and develop a culture of high expectations and engagement that result in sustained, measurable whole-school improvement.
- To ensure robust planning and implementation processes are supported by strategic resource allocation, professional learning, and performance monitoring and reporting.
- To deliver effective and efficient resources to achieve improved student outcomes.
- To ensure strong and effective administrative practices underpin school operations and quality teaching and learning programs.

### Overall summary of progress

Research by John Hattie identifies the quality of leadership within a school as having a profound effect on student achievement. Executive staff significantly impact upon the quality of curriculum implementation across the school and provide opportunities for staff to be exposed to research based practices. The utilisation of distributive leadership, drawing on the strengths of staff, has contributed to the quality of pedagogical practices. Staff identified a mentor that would best support areas of professional growth, building on individual's leadership skills. Internal operations and strategic planning were reviewed in consultation with key school stakeholders and the Sugarloaf Community of Schools (SCoS).

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Leadership development is clearly evident.</li><li>• Staff demonstrate commitment to purpose of each strategic direction in the school plan.</li><li>• Strategic financial and workforce planning improves the quality and effectiveness of curriculum provision.</li><li>• Practices and processes are responsive to school community feedback.</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic Background</li><li>• Professional Learning Funds</li></ul>	<ul style="list-style-type: none"><li>• Staff were guided through the evaluation processes focussing on effectiveness of school systems, current programs and achievement of identified strategic directions. This consultative process has ensured the result of feedback is integrated into the 2018–2021 school plan.</li><li>• A review of the Performance and Development Plan (PDP) structure guided professional learning opportunities, providing targeted support for teachers.</li><li>• Staff across the Sugarloaf Community of Schools (SCoS) worked strategically on enhancing pedagogical practices and reviewed NAPLAN data to identify areas of curriculum focus.</li><li>• School executive and aspiring leaders participated in the completion of NSW Public School Leadership and Management Credentials providing clarification of processes and protocols to be addressed as a leader within the school.</li><li>• Essential training of administrative staff in the implementation of SALM (ebs4 and Synergy) guided a review of systems, adjusting processes as required.</li><li>• Strategic and effective planning of financial, physical and human resources, has improved the capacity to deliver the school priorities.</li></ul>

### Next Steps

- Promoting strong succession planning, developing the leadership skills of staff and students.
- Managing school resources and facilities in creative ways to meet the broad range of student learning interests and needs

- Continuation of Early Action for Success Instructional Leader position.

## Strategic Direction 3

### Excellence in teaching practice

#### Purpose

- To deliver the most effective evidence based teaching strategies.
- To ensure student assessment data is regularly used to identify student achievement and progress, in order to inform future school directions.
- To build sustainable, explicit systems for collaboration, classroom observation, modelling of teaching practice and feedback to drive ongoing improvements.
- To deliver professional learning that is evidence based and proven to impact on the quality of teaching and student learning.
- To ensure all staff demonstrate personal responsibility for maintaining and developing their professional standards.

#### Overall summary of progress

For the facilitation of effective practice, Edgeworth Heights Public School focused on the implementation of research and evidence based practices, strengthening Explicit Direct Instruction pedagogies. Effective differentiation for all students drove comprehensive and collaborative analysis of data through diagnostic assessments, SENTRAL, PLAN and NAPLAN. The Early Action for Success (EaFS) initiative has resulted in positive achievement growth in literacy and numeracy for K–2 students. Sustainable systems of peer coaching rounds enabled teachers to observe colleagues in the classroom setting and reflectively analyse pedagogical practices in terms of student impact. Staff Performance Development Plans (PDP) reflect individual progress towards professional standards and the school professional development plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Teachers provide explicit instruction, specific, timely and formative feedback to students on how to improve.</li><li>• Teachers draw on and implement evidence informed research to improve their performance.</li></ul>	<ul style="list-style-type: none"><li>• Early Action for Success</li><li>• Professional Learning</li><li>• Literacy/Numeracy (K–6)</li><li>• Socio-economic Background</li><li>• Beginning Teacher Support</li></ul>	<p>Teachers:</p> <ul style="list-style-type: none"><li>• Provided explicit instruction and specific, timely and formative feedback to students.</li><li>• Implemented evidence informed research to improve their performance through ongoing professional readings ie Explicit Direct Instruction by Hollingsworth and Ybarra and Visible Learning by Hattie.</li><li>• Participated in peer coaching, observations, walk through feedback and instructional rounds.</li><li>• Engaged in professional learning on improving student outcomes through enhancement of pedagogies and understanding complexities.</li><li>• Used grade/stage meetings to measure the impact of teaching using student data.</li><li>• Implemented adjustments for students in teaching and learning programs.</li><li>• Engaged with their PDPs through self-monitoring of professional learning and goal setting.</li></ul>

#### Next Steps

##### Reviewing and refining

- levels of planning and delivery of quality teaching and learning practices across the stages to ensure consistency of curriculum delivery.
- strategies teachers use to effectively differentiate the curriculum and personalise learning to meet student learning needs.
- student tracking with the introduction of Learning Progressions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$34,140	<ul style="list-style-type: none"> <li>• Employment of an Aboriginal SLSO to assist, connecting school and Aboriginal families to help develop the Personalised Learning Pathways for all Aboriginal students.</li> <li>• The funds were used to increase the engagement and the literacy and numeracy levels of Aboriginal students.</li> </ul>
<b>English language proficiency</b>	During 2017 no funding was received for English Language Proficiency.	
<b>Low level adjustment for disability</b>	<p>\$46,833</p> <p>This, in addition with strategic and systematic use of Specific Purpose Grants such as Early Action for Success and Funding Support/Integration to employ additional SLSO's, specialised teachers and allied health service agencies provided targeted support for identified students and improved Teacher Professional Learning.</p>	<ul style="list-style-type: none"> <li>• Employment of support teacher intervention to bolster curriculum, social skills and peer relationships, emotional wellbeing, behavioural wellbeing, mobility/posture/personal care, health care, transition, safety and attendance.</li> <li>• Teachers effectively implement strategies to support students with Complex Learning Difficulties and Disabilities, through differentiated curriculum, additional adjustments and accommodations to learning environments and engagement of IEP and PLP's.</li> <li>• Whole school analysis of HSLO, academic, LST, IEP/PLP targets and welfare data validate improvements in curriculum, social skills and peer relationships, emotional wellbeing, behavioural wellbeing, mobility/posture/personal care, health care, transition, safety and attendance of identified students.</li> </ul>
<b>Socio-economic background</b>	<p>\$190,088</p> <p>Additional employment of intervention teachers, school learning support officer, employment of speech and occupational therapists, and resourcing to support teacher professional learning and performance development plans.</p>	<ul style="list-style-type: none"> <li>• Employment of additional interventionist teachers has supported the varied tiered intervention and bolstered student literacy and numeracy achievements.</li> <li>• Teachers measure the impact of teaching, accommodations and adjustments made and interventions actioned.</li> <li>• Strategic use of technologies has assisted student learning in literacy and numeracy.</li> </ul>
<b>Support for beginning teachers</b>	<p>\$80,700</p> <p>These funds were strategically used to support department identified early career teachers so that they could effectively engage in all aspects of Professional Learning and improve their pedagogical practice.</p>	<ul style="list-style-type: none"> <li>• Beginning and early career teachers accessed the school targeted support frameworks in areas of identified need.</li> <li>• Teachers were supported through feedback from a mentor regarding classroom walk throughs as well as the allocation of additional release time for the development of teaching practices.</li> <li>• Beginning teachers engaged with the Australian Professional Standards for Teachers through the development of accreditation reports and reflected upon their goals and growth in relation to these.</li> </ul>
<b>Early Action for Success</b>	<p>\$188,982.26</p> <p>This supplementation was strategically used to employ</p>	<ul style="list-style-type: none"> <li>• Early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and tailoring a specific program of learning to that child's needs.</li> </ul>

<p><b>Early Action for Success</b></p>	<p>an Instructional Leader to support K–2 staff and students in delivering improved literacy and numeracy outcome achievement.</p>	<ul style="list-style-type: none"> <li>• Early Action for Success (EAFS) continued to support students and staff with interventionists across the school and an Instructional Leader. This allowed for the ongoing and close monitoring of individual student progress against the Literacy and Numeracy continuums.</li> <li>• Shoulder to shoulder support in classrooms was provided by the Instructional Leader which focused on the reflection and improvement of teaching practices.</li> <li>• Professional learning occurred during fortnightly stage meetings. Additional data meetings were aimed at supporting staff in the analysis and use of data.</li> <li>• Through EAFS, K–2 staff engaged in ongoing professional learning in Targeted Early Numeracy (TEN) and writing to support differentiated instruction and personalised learning. These initiatives have resulted in overall improved levels of student achievement in Literacy and Numeracy.</li> <li>• Evidence and best practice based use of tiered interventions in literacy and numeracy according to student need.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	185	192	211	211
Girls	170	159	175	192

2017 saw a steady increase of students enrolled at Edgeworth Heights PS.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	94.2	95.1	95.9
1	94.9	94.6	94.4	94.7
2	94.1	93.9	94.9	93.9
3	96.4	93.1	93.8	94.6
4	94.2	92.9	92.7	92.5
5	96.3	93.3	93.7	91.8
6	93.4	94.6	93.3	93.6
All Years	95	93.8	94.1	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

#### Management of Non-attendance

The student attendance rate at Edgeworth Heights Public School has been greater than the NSW State average and above that of Similar School Groups (SSG) for the past few years. This year the school has managed some additional complex high needs students, their attendance has fluctuated.

Proactive communication practices clearly describe the importance of being at school all day every day but

allow for the provision of parents to request a late arrival or an early departure. Newsletters and website communications to the broader community, communicate the legal requirements for student attendance with a focus on building a shared partnership with all key stakeholders.

The school has an established documented system to ensure that patterns of attendance causing concern are addressed swiftly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.26
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 required schools to report on the Aboriginal composition of the workforce. Edgeworth Heights Public School has one Aboriginal Teaching Staff member and one SASS staff member and the school enjoys a close relationship with the local Aboriginal Educational Consultative Group.

### 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	4

### Professional learning and teacher accreditation

During 2017 all members of the teaching staff participated in a variety of professional learning activities linked to professional development plans and aligned with the school plan. Areas covered through professional learning include:

- Child Protection
- Professional Teaching Standards in Accreditation
- Kids Matter
- Personalised Learning and Support
- 8Ways of Learning
- School planning
- Literacy and Numeracy
- Visible Learning for Teachers (John Hattie)
- Information Technology
- Complex Learning Difficulties and Disabilities

During 2017, six members of staff were supported through the Beginning Teacher Support Funding to work towards achieving accreditation at proficient level, with two successfully entering their maintenance cycle. Edgeworth Heights Public School has 36% of teaching staff accredited at proficient level, 32% of staff who are pre-2004 teachers due to be accredited at proficient level in January 2018 and 32% of staff working towards accreditation.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	202,493
<b>Revenue</b>	3,680,715
Appropriation	3,516,401
Sale of Goods and Services	-2,332
Grants and Contributions	164,326
Gain and Loss	0
Other Revenue	0
Investment Income	2,319
<b>Expenses</b>	-3,348,639
Recurrent Expenses	-3,348,639
Employee Related	-2,953,278
Operating Expenses	-395,361
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	332,076
<b>Balance Carried Forward</b>	534,569

Edgeworth Heights Public School continues to implement the DoE standardised finance system (SAP) and new financial processes for all NSW Public Schools as part of the Learning Management and Business Reform (LMBR). As such, the school continues to make changes as required to customer and supplier invoicing / payment arrangements. The school's financial management processes and governance structures to meet financial policy requirements consists of a Finance Committee that includes the Principal, School Administration Manager and executive staff.

In 2017 the school upgraded technology to support the upcoming introduction of NAPLAN online by way of additional laptops and storage units. Additional teaching staff for targeted intervention for Kindergarten to Year 6 students in literacy and numeracy. Extra SLSO time to support identified students' needs above the allocated low level adjustment for disability funds.

The school plans to utilise funds in 2018 for increased intervention for identified students in Kindergarten to Year 6 to continue to improve student growth in Literacy and Numeracy. The employment of a Student Wellbeing Officer.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,598,766
Base Per Capita	58,991
Base Location	0
Other Base	2,539,775
<b>Equity Total</b>	392,950
Equity Aboriginal	34,140
Equity Socio economic	190,088
Equity Language	0
Equity Disability	168,722
<b>Targeted Total</b>	134,333
<b>Other Total</b>	249,085
<b>Grand Total</b>	3,375,133

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.

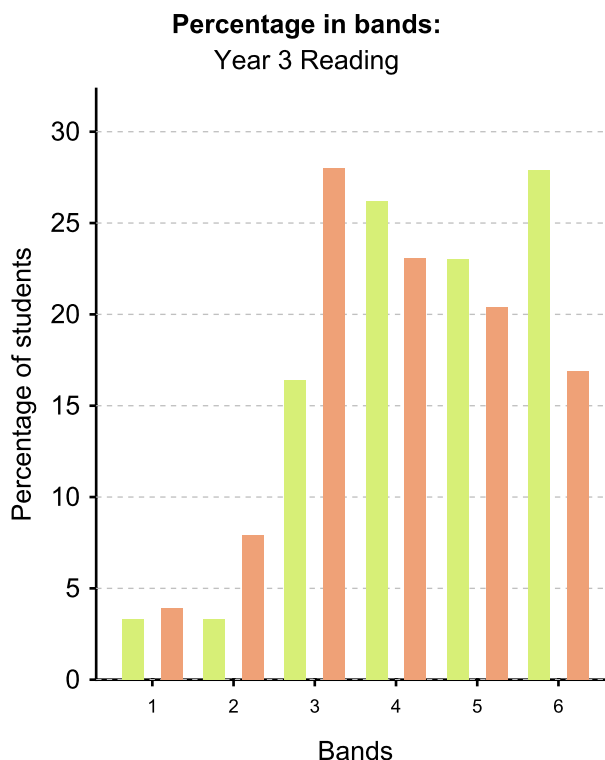
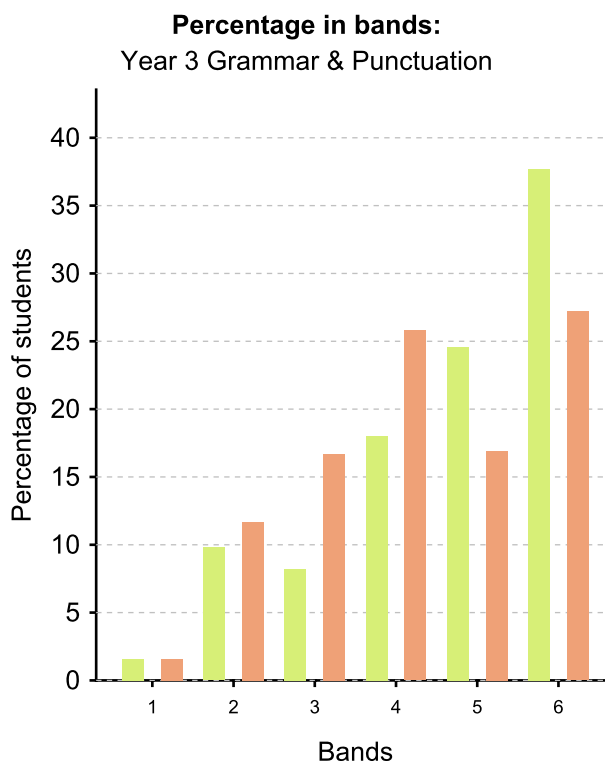
## School performance

### NAPLAN

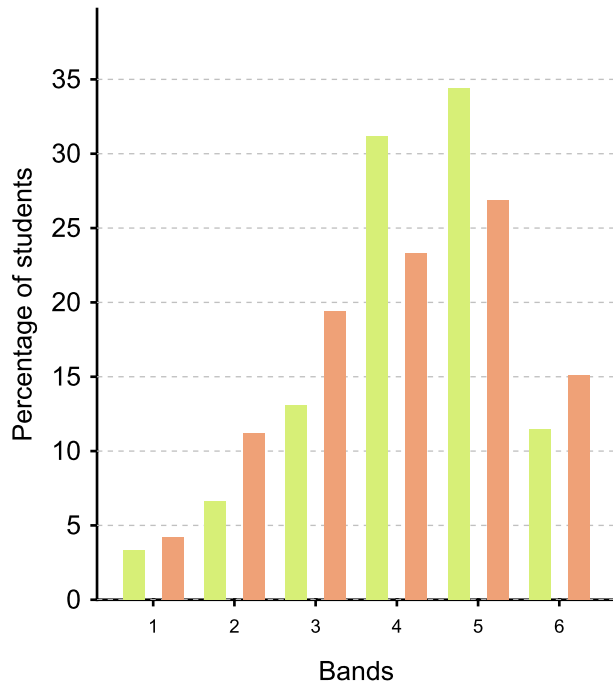
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Edgeworth Heights Public School results in Reading, Writing, Spelling and Grammar and Punctuation reflect the strong focus the school has led in response to student needs. Results have reflected improved outcomes for students across all aspects of Literacy, with significantly reduced percentages of students achieving in the bottom 2 bands.

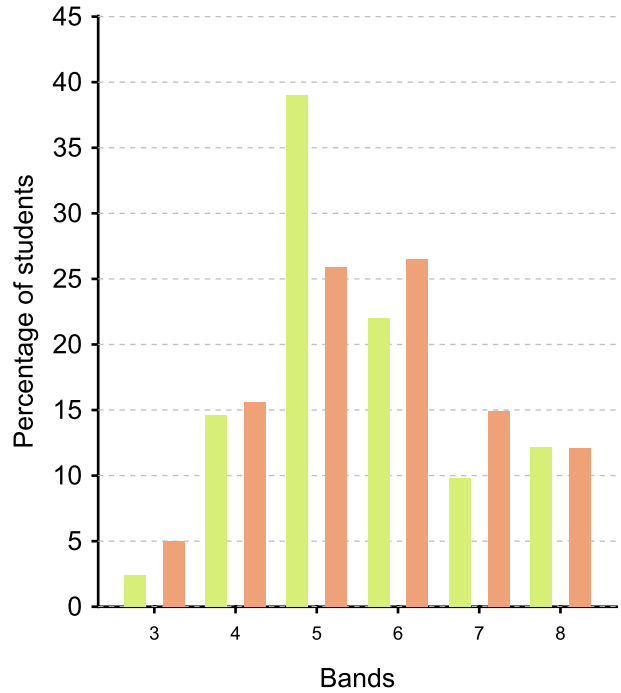
Writing will continue to remain a focus, to increase the percentage of students in the top 2 bands.



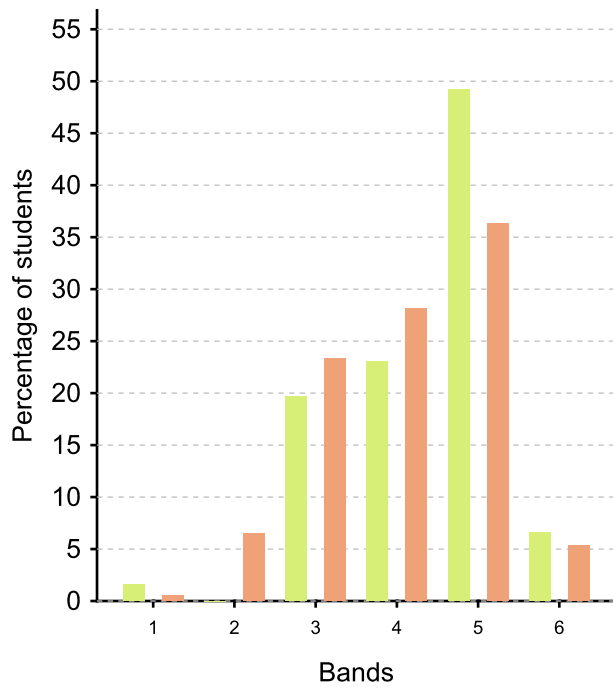
**Percentage in bands:**  
Year 3 Spelling



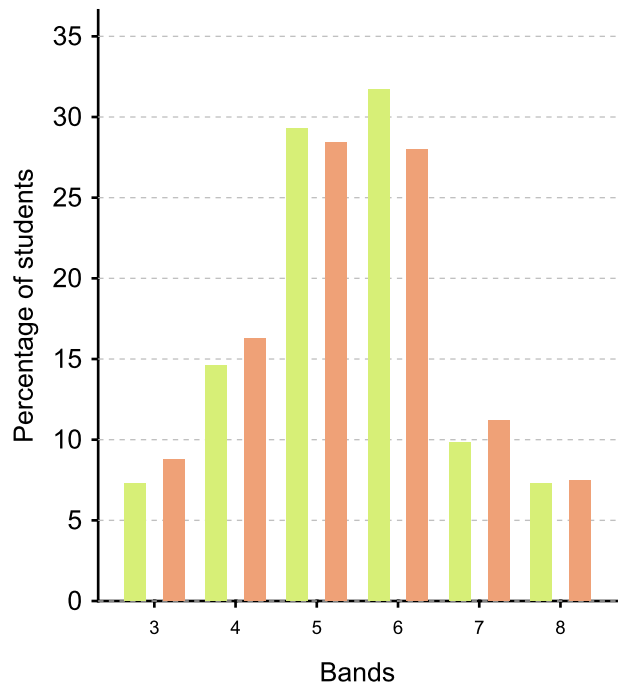
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing

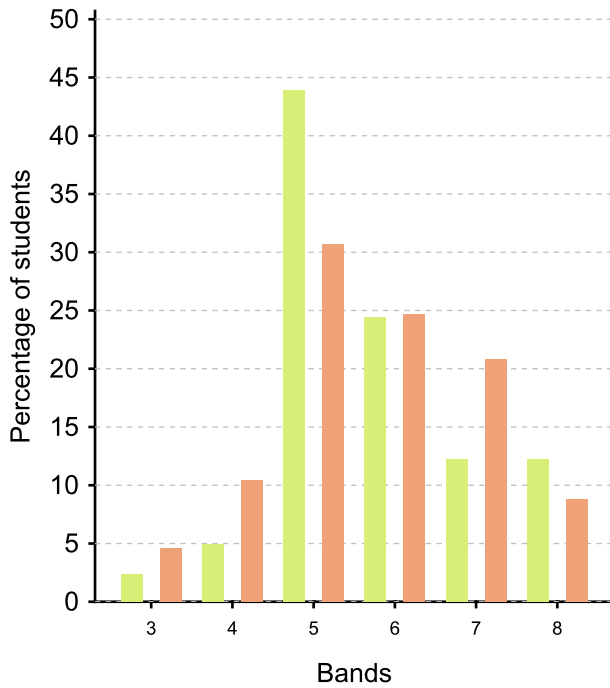


**Percentage in bands:**  
Year 5 Reading



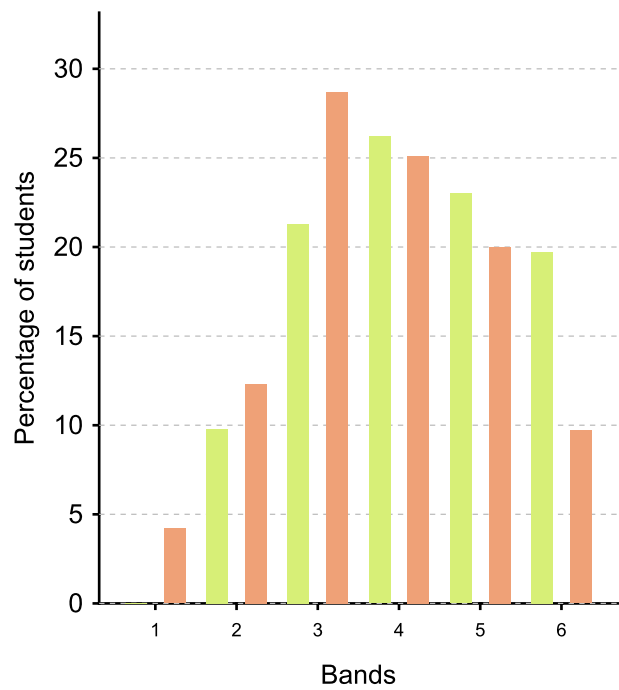


**Percentage in bands:**  
Year 5 Spelling



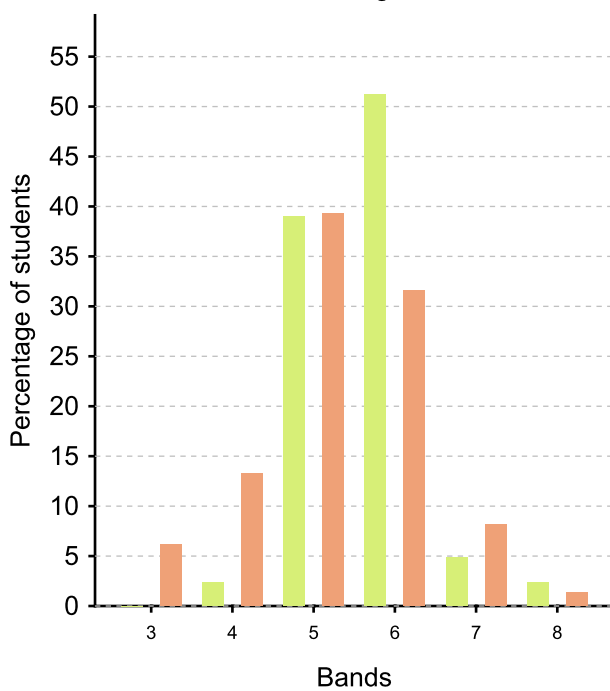
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Numeracy



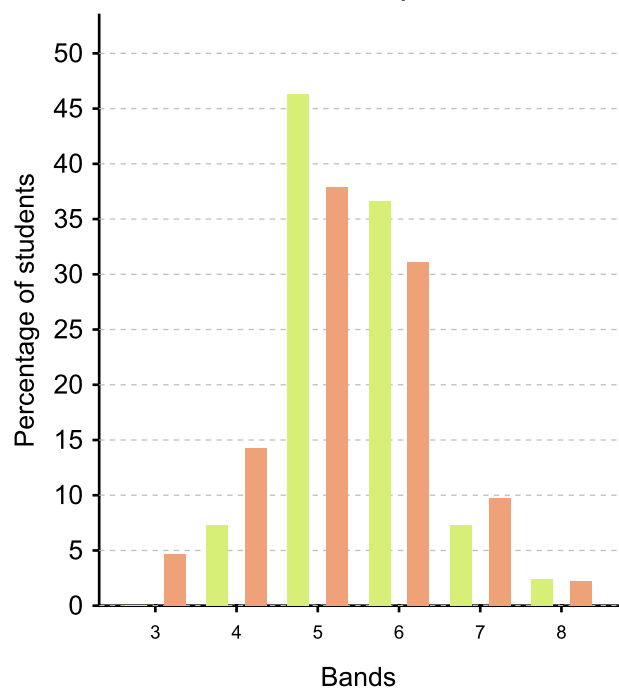
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The sustained focus in the improvement of Numeracy achievement continued throughout the year. Streamed Mathematics classes in years 3–6 were trialled and feedback received was positive. NAPLAN results demonstrated a significant reduction of students performing in the bottom 2 bands across years 3 and 5.

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.

## Parent/caregiver, student, teacher satisfaction

Family and community networks are extremely satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups who provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families.

The school uses the SRC and P&C as the central consultation group, hosting meetings to discuss programs and policies, gain their ideas and feedback. Opportunities for the entire school community to provide feedback are provided via surveys, both electronic and paper based.

Families and community members are invited to participate in school-wide training programs to support teaching and learning programs across the school.

The school is well within the 'Building' phase of the Empowering Local Schools "School Community Engagement Matrix".

## Policy requirements

### Aboriginal education

In 2017 Edgeworth Heights Public School commenced the year with 41 Aboriginal students. Each student was supported through the implementation of Personalised Learning Pathways. These plans were completed with the inclusion of parents and classroom teacher, being overseen by the Aboriginal staff member. The PLP's identified individual student's academic, social and cultural goals in consultation with parents/ carers of each student.

Three staff members attended Connecting to Country in 2017. This involved the understanding of The Aboriginal Education Strategy, cultural perspectives, appropriate terminology and protocols for acknowledgement. Staff also visited the Mirromaa Language Centre .

As part of the Sugarloaf Community of Schools staff participated in a staff development day with guest speaker Dr Chris Sara (Stronger Smarter). This professional learning fostered a collegial discussion to improve professional knowledge and practice in Aboriginal Education. Staff investigated and developed improved teaching strategies to increase responsiveness and understanding of Aboriginal culture through the development of strategies to lift achievement and engagement of ATSI students. Teaching and learning strategies were delivered from the pedagogical practices and cultural insights from the Strong Smarter philosophy and 8 Aboriginal Ways of Learning.

Aboriginal perspectives were taught and embedded throughout teaching and learning programs with

particular focus on Geography and History syllabus. Guided reading resources with an Aboriginal perspective embedded throughout were purchased and implemented in the K-2 years.

The Aboriginal Education Committee members strategically worked to implement and prioritise Aboriginal Education within the school through implementing and recognising days of importance and events to all students such as

- National Sorry Day – All students were engaged in an art activity where by a sea of hands were displayed in the school hall, acknowledging the national apology from Mr Kevin Rudd.
- NAIDOC Day – Our Languages Matters. Aboriginal Community organised a meet and greet breakfast for members of the Aboriginal community to gain feedback on what they would like to see promoted on NAIDOC day. There were twenty community members who attended the breakfast. From this, several new initiatives were introduced for NAIDOC day. These included the implementation of trophies, identifying Aboriginal Student achievement in the sporting, academic, art and cultural areas. As part of NAIDOC day celebrations and in line with the theme, Richard Faulkner from Yarnteen, delivered language lessons to our students. Aboriginal art and craft activities such as weaving and dot painting were delivered by members of the local Kurrimidra AECG. Maree Bisby created two major artworks reflecting Aboriginal Culture with a connection to land and water.
- Jolly Bops Aboriginal Science show was delivered incorporating respectful and educational perspectives to all staff and students.

### Multicultural and anti-racism education

Edgeworth Heights Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. We are committed to building an atmosphere of understanding and tolerance of individual and cultural differences.

Our students predominantly come from families who have been in Australia for at least a couple of generations. Our student diversity is enriched by a small number (3%) who have been born overseas or whose parents were born overseas. Our curriculum in the classroom always strives to present perspectives from many cultures. Through differentiated curriculum and specific teaching and learning programs, teaching and support staff address the learning needs of students from culturally and linguistically diverse backgrounds requiring specific support.

Days of special significance to cultures from around the world are studied and incorporated into lesson activities. Harmony Day falls on 21st March each year and is a celebration of all cultures coming together and sharing stories. It is a whole school focus, allowing all

students to gain further insight into how many cultures enhance our day to day lives.