

# Edensor Park Public School

## Annual Report



2017



4583

## Introduction

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

Matthew Santucci

Principal

### School contact details

Edensor Park Public School

Swan & Gwandalan Rds

Edensor Park, 2176

[www.edensorpk-p.schools.nsw.edu.au](http://www.edensorpk-p.schools.nsw.edu.au)

[edensorpk-p.School@det.nsw.edu.au](mailto:edensorpk-p.School@det.nsw.edu.au)

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### Message from the Principal

Underpinning our 2015–2017 School Plan is continuous improvement, innovation and the professional development of our teachers, building their capacity to implement teaching practices that will prepare our students for learning in the 21st Century. Our School Plan outlines the school's priorities which is future focused and will drive a school culture of success and quality practice. It shows how we will move forward with a collaborative, considered and consistent approach to delivering the curriculum. This statement guides the teaching philosophy of all teachers and leaders at Edensor Park Public School. We are committed to improving the learning outcomes of students through enhancing teacher quality.

As the principal of Edensor Park Public School, I am very lucky and privileged to work with such a dedicated group of professionals who make a difference to their students every day. "It's a simple idea – We all do better when we work together and invest in our future". Senator Elizabeth Warren.

I would like to acknowledge the ongoing support of our wonderful parents and families within our school community who have been an essential component of our welcoming, friendly, inclusive and productive school culture.

I would also like to acknowledge the wonderful partnership our school has with our Parents and Citizens Association. Their support has been very much appreciated.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides an authentic account of the school's achievements and areas for further development.

Matthew Santucci

Principal

## School background

### School vision statement

In partnership with our school community, we strive to provide an equitable, supportive, rich and diverse learning environment where students develop the skills to become confident 21st Century learners who are critical thinkers, creative problem solvers and active global citizens.

### School context

Edensor Park Public School was established in 1989. There are approximately 300 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with approximately 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2016 is 124, which is higher than the average of 100. The parent community values education and have high expectations for their children. Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff including School Learning Support Officers.

## 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.

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.

#### Learning: Learning Culture

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

##### Delivering

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

##### Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

##### Excelling

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

#### Learning: Wellbeing

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

#### Sustaining and Growing

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

#### Excelling

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

### **Learning: Curriculum and Learning**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. School plans elaborate on what all students are expected to know, understand and do.

#### Sustaining and Growing

The school actively collects and uses information to support students' successful transitions. There are systematic policies, programs and processes to identify and address student learning needs.

### **Learning: Assessment and Reporting**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Parents are updated on the progress of their children.

#### Sustaining and Growing

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

#### Excelling

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment strategy. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

### **Learning: Student Performance Measures**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

## Delivering

Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

### **Teaching: Effective Classroom Practice**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

#### Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

#### Excelling

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

### **Teaching: Data Skills and Use**

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

#### Delivering

Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions.

#### Sustaining and Growing

The school leadership team engages the school community in reflecting on student performance data.

#### Excelling

Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg.value-added, growth, improvement, statistical significance). The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

### **Teaching: Collaborative Practice**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

#### Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

## Excelling

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

### **Teaching: Learning and Development**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need.

#### Sustaining and Growing

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

### **Teaching: Professional Standards**

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

#### Delivering

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

#### Sustaining and Growing

Teachers work beyond their classrooms to contribute to broader school programs.

### **Leading: Leadership**

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

#### Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

## Excelling

Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

### **Leading: School Planning, Implementation and Reporting**

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

## Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

## Sustaining and Growing

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

## Excelling

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

### **Leading: School Resources**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

#### Sustaining and Growing

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

### **Leading: Management Practices and Processes**

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

#### Delivering

The school leadership team communicates clearly about school priorities and practices.

#### Sustaining and Growing

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

#### Excelling

Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

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

Empowering students to become successful lifelong learners in a global world.

### Purpose

To empower students to become literate, numerate and productive users of technology. To encourage students to become critical, informed and effective communicators who work collaboratively in teams. To provide opportunities for students to become confident and creative problem solvers who show initiative and embrace new challenges.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

### 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>• 20% increase of students achieving grade appropriate expectations in Numeracy based on PLAN, NAPLAN and school based data.</li></ul>	\$12,000	Year 5 NAPLAN resulting in an improvement of achievement from 13.9% of students in the top two bands in 2015 to 31.7% of students in 2017.
<ul style="list-style-type: none"><li>• 20% increase of students achieving grade appropriate expectations in Literacy based on PLAN, NAPLAN and school based data.</li></ul>	As above	Year 5 NAPLAN Numeracy resulting in an improvement of achievement from 20.8% of students in the top two bands in 2016 to 31.8% of students in 2017.
<ul style="list-style-type: none"><li>• 100% of staff feel confident implementing a variety of assessment and differentiation strategies.</li></ul>	\$5000	Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole-school assessment and differentiation

### Next Steps

This section includes future directions for 2018 and ensures the next 3-year plan provides a continuation of high quality educational outcomes.

What are the next steps required for the 2018–2020 School Plan?

- Key strategies to be undertaken in 2018 as part of the implementation of the 3-year plan include the implementation of an Instructional Leader (Literacy and Numeracy) and the continuation of the successful 'mindfulness' and 'growth mindset' programs.

## Strategic Direction 2

Excellence in leadership, teaching and learning.

### Purpose

To enable staff to rise to the challenge of teaching and learning in the 21st Century by engaging in professional learning aimed at achieving personal teaching goals and improved practices. To inspire all members of staff to strive for innovation and improvement ensuring success. This will provide opportunities to undertake leadership roles.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

### 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>All staff will reach their appropriate accreditation level.</li></ul>	\$20,000	All staff were supported in their development of their appropriate accreditation level. Accreditation levels were developed and regularly reviewed.
<ul style="list-style-type: none"><li>All staff create a quality classroom that reflects innovative pedagogy.</li></ul>	Stage meetings and teacher professional learning time.	Class teachers' programs and lesson plans reflect the change required to accommodate student learning goals with a 100% involvement by staff.
<ul style="list-style-type: none"><li>Staff demonstrate progress towards accomplishing their professional learning goals by measuring their performance against the Australian Professional Standards for Teachers.</li></ul>	Teacher professional learning time and stage meetings. RAM Literacy & Numeracy funds \$7,736.	Evidence of teachers understanding of the Australian Teaching Standards in their Professional Development Plans

### Next Steps

This section includes future directions for 2018 and ensures the next 3-year plan provides a continuation of high quality educational outcomes.

What are the next steps required for 2018–2020 School Plan?

- An Instructional Leader will be employed to build teacher capacity and to support teachers.
- School planning, milestone development and the School Excellence Framework self assessment processes will be better linked to evidence of impact through the development of a school self assessment team and through the data collection processes introduced by the Instructional Leader and Early Action for Success.

## Strategic Direction 3

Effective partnerships creating a high performing and dynamic learning community.

### Purpose

To enhance strong connections for an engaged community partnership where a positive culture is fostered and diversity valued. To encourage genuine, open and informed communication and provide opportunities for promoting consultative decision making.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements. Some of our 2017 highlights;

- Effective communication developed through the school website and emails, Meet The Teacher BBQ, and the Term 1 parent teacher meetings.
- The school community is invited to all school events with the focus on a major event each term.
- The P & C is an effective and valuable resource, however, attendance at the meetings remained fairly low. Whenever there is a school function, the P & C receives great support.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of parents accessing information from the school and taking every opportunity to get involved in their child's learning.		Over 70% of families have accessed the school app. Information from parents and caregivers regarding our areas of focus is informing our future directions.  Information regarding school processes and supporting student learning is included in the fortnightly newsletter with positive responses from the community.
Increased parent participation in whole school events.	\$5000	School events receive strong support. However attendance at P & C Meetings is still very low.
Staff develop strong networks to enhance professional goals.	\$10,000	Through working collaboratively with colleagues, all staff set their own personalised goals for improvement through the implementation of the Performance and Development Framework. Through observations, collaboration and feedback, executive staff supported the setting and monitoring of these goals.

### Next Steps

This section includes future directions for 2018 and ensures the next 3-year plan provides a continuation of high quality educational outcomes.

What are the next steps required for 2018–2020 School Plan?

- Evaluate the school reporting process;
- Involve parents in workshops that highlight important educational processes; and
- Involve parents and community in a survey on school participation.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	0.8 FTE	Students who are learning English as an Additional Language or Dialect (EAL/D) are provided with appropriate, needs-based support to develop their English language and literacy skills. EAL/D specialist teacher works with the classroom teachers to make appropriate language adjustments to the core curriculum to ensure all students have access to the curriculum based on their needs. Flexible support and teaching options allowed students to participate in intensive language and literacy sessions with the EAL/D teacher and receive additional support in their classroom.
<b>Low level adjustment for disability</b>	\$120,288	Students with learning difficulties were supported by an SLSO, personalised learning plans and differentiated tasks within the classroom and in withdrawal groups.
<b>Socio-economic background</b>	\$255,054	School initiatives included the purchase of resources, additional support staff, additional teaching staff, resourcing to support each class and student welfare and professional learning. A number of projects were supported with this funding including Key Learning Areas of English, Mathematics, Science, Geography, History, CAPA and PDHPE.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	156	151	150	149
Girls	140	137	133	134

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.5	95.1	92.2	90.3
1	93.8	93.2	96.6	91.7
2	94.5	94.8	93.8	95
3	93.7	94.6	93.1	92.5
4	95.3	95.5	95.5	92.9
5	94.1	94.2	93.3	93.6
6	95	94.2	93	93.1
All Years	94	94.6	94	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.47
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	2.62
Other Positions	0.8

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

The Professional Learning program at Edensor Park Public School is recognised as providing vital training for improving teachers' skills, competencies and knowledge and in turn improving learning outcomes for students. Teacher professional learning is informed by the school's targets with reference to the strategic plans for the Department of Education and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions. In 2017, members of staff participated in professional learning at weekly staff meetings which focused on literacy, numeracy, Growth Mindset, Mindfulness, teaching with new school technology, and mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis. Teachers also undertook courses externally in Best Start, and Literacy and Numeracy. All K–2 teachers took part in Language, Literacy and Learning (L3) training throughout the year.

## 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 (\$)
<b>Opening Balance</b>	689,653
<b>Revenue</b>	3,040,951
Appropriation	2,917,864
Sale of Goods and Services	36,810
Grants and Contributions	80,875
Gain and Loss	0
Other Revenue	0
Investment Income	5,402
<b>Expenses</b>	-3,141,402
Recurrent Expenses	-3,141,402
Employee Related	-2,799,367
Operating Expenses	-342,035
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-100,450
<b>Balance Carried Forward</b>	589,203

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	1,942,792
Base Per Capita	43,250
Base Location	0
Other Base	1,899,542
<b>Equity Total</b>	455,473
Equity Aboriginal	1,352
Equity Socio economic	225,054
Equity Language	108,780
Equity Disability	120,288
<b>Targeted Total</b>	36,080
<b>Other Total</b>	442,078
<b>Grand Total</b>	2,876,423

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

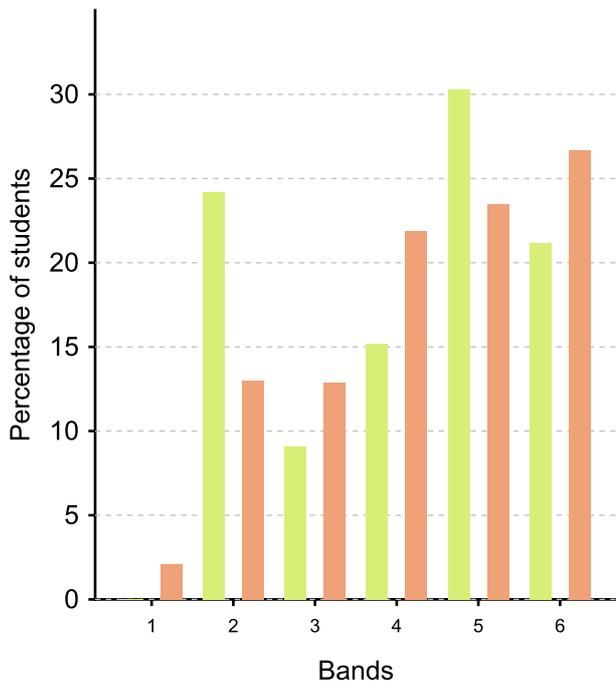
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

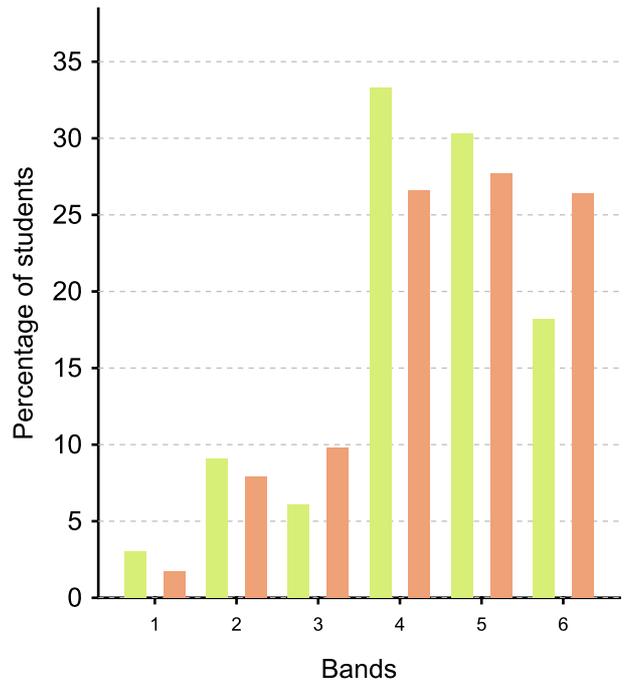
### NAPLAN

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

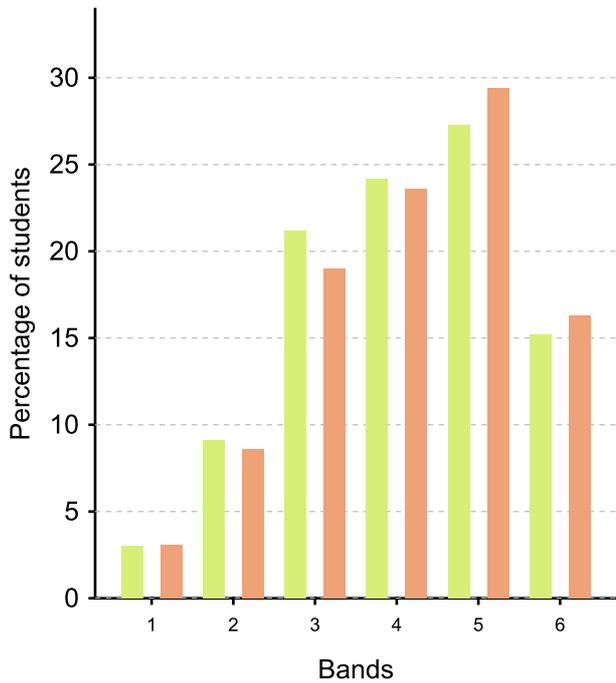
**Percentage in bands:**  
Year 3 Grammar & Punctuation



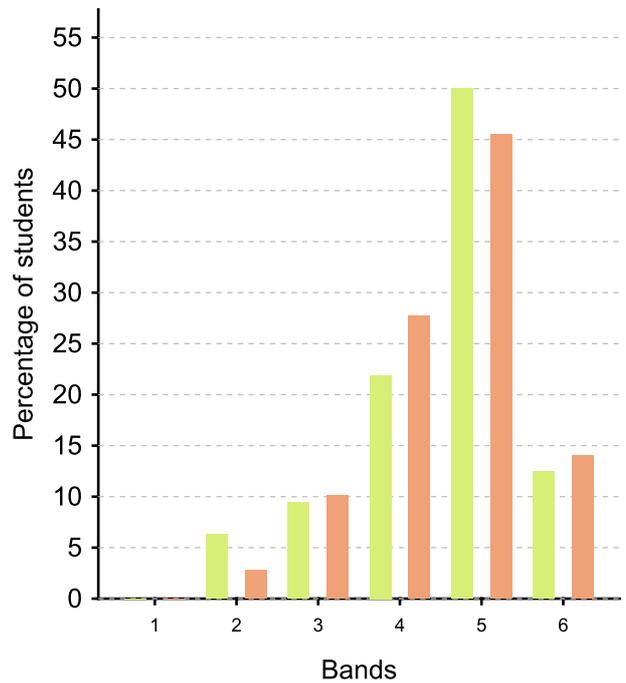
**Percentage in bands:**  
Year 3 Spelling



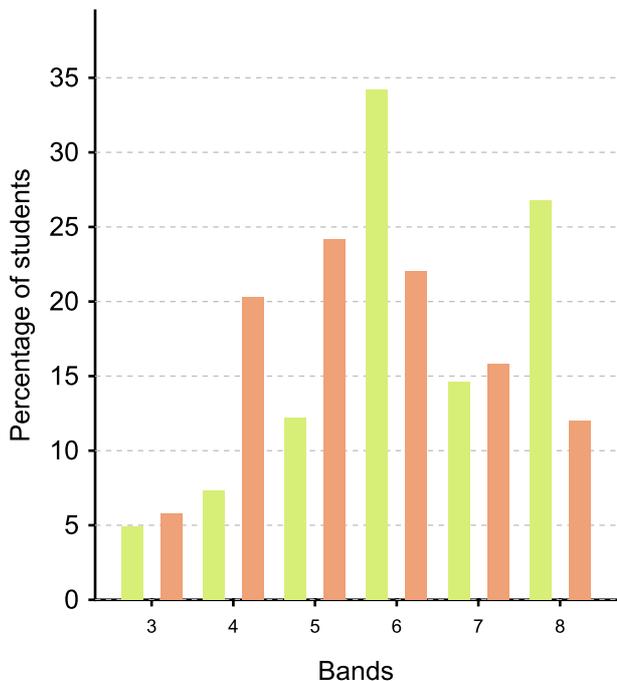
**Percentage in bands:**  
Year 3 Reading



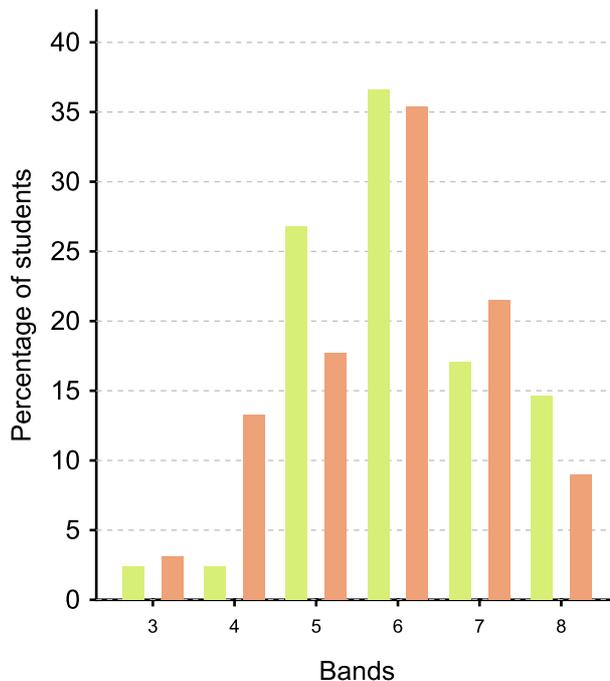
**Percentage in bands:**  
Year 3 Writing



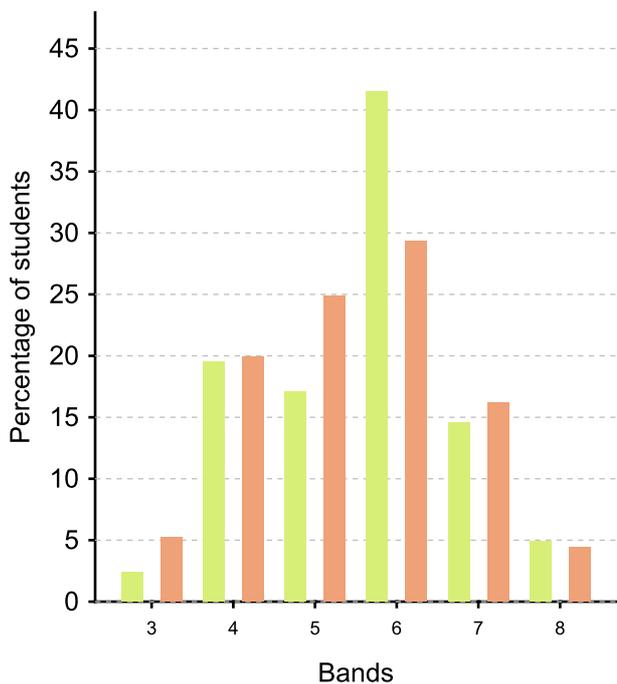
**Percentage in bands:**  
Year 5 Grammar & Punctuation



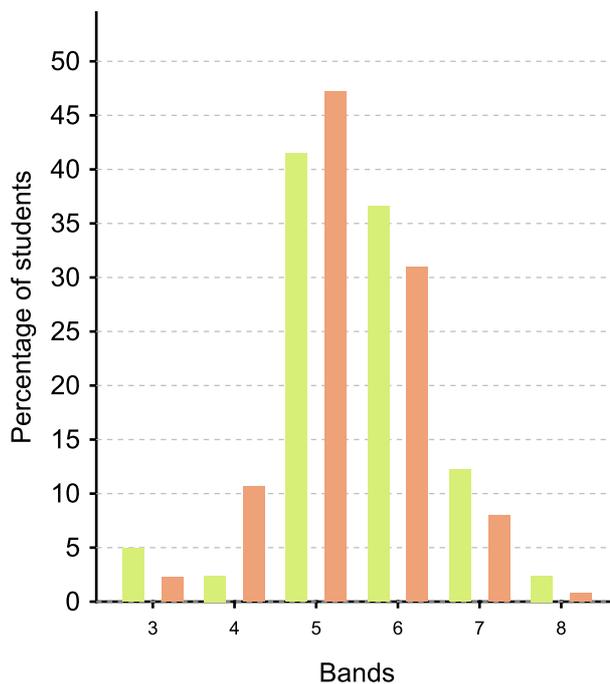
**Percentage in bands:**  
Year 5 Spelling



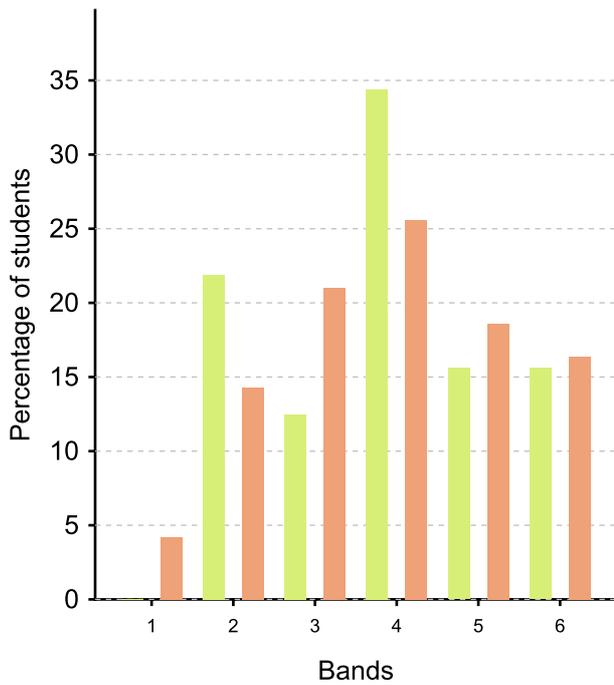
**Percentage in bands:**  
Year 5 Reading



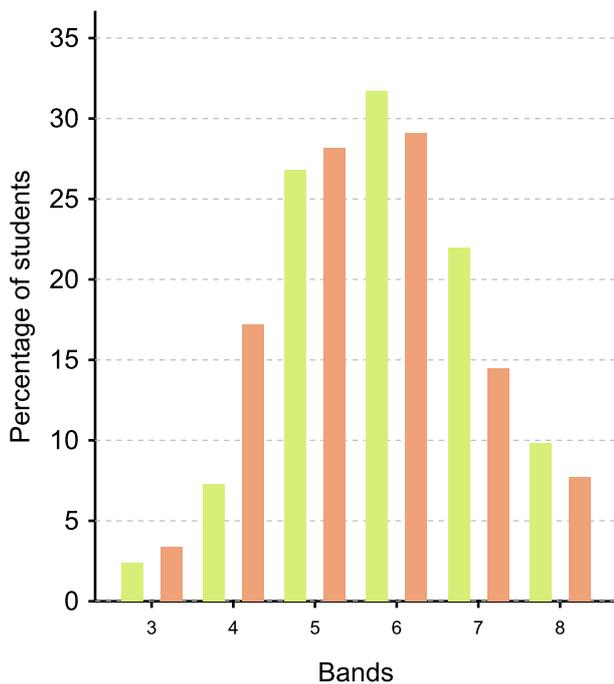
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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

In 2017 students in Years 4–6 completed the "Tell Them From Me" survey. The survey focused on questions about student outcomes and school climate. Results indicate students have a high rate of social engagement and participation in school extra-curricular activities such as art, drama and music. Students feel a high sense of belonging and form positive teacher/student relationships. Students also feel that classroom instruction is relevant to their daily lives. Areas for further development were ensuring student learning experiences are challenging for all students and developing more positive attitudes towards homework. Overall, the students responses to the survey indicated they are actively engaged in the life of the school and value their learning opportunities at school. This is reflected in their positive behaviour both in classrooms and the playground.

The parent survey was completed by 3 parents and this is not sufficient to generate conclusions. Parents who took part in the survey responded positively about feeling welcome at the school by both administrative and teaching staff. The school will trial further strategies to increase parent participation in the survey in 2018.



## Policy requirements

### Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is inline with the Department of Education's Aboriginal Policy,

which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

### **Multicultural and anti-racism education**

Edensor Park Public School includes 85% of students from a Language Background Other than English (LBOTE). Two community language programs (Italian and Vietnamese) operate in the school. Community language staff play a key role in promoting Edensor Park's multicultural approach to learning through the teaching of cultural awareness. Teachers through their teaching address cultural differences throughout the world. Anti-bullying forms a part of Personal Development, Health and Physical Education lessons and is spoken about during assemblies when needed. The school has an Anti-Racism Contact Officer (ARCO) who also deals with any issues as they arise.

EAL/D (English as an Additional Language or Dialect) staff promote multicultural perspectives; collect and analyse statistics relating to the culturally and linguistically diverse populations of our school and regularly advise and assist mainstream staff with the development of teaching and learning programs for these students.