

Engadine Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Engadine Public School as an account of the school's operations and achievements throughout the year.

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

Sara Swift

Principal

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Message from the Principal

This 2018 Annual Report celebrates the achievements of our wonderful school community.

Our motto is 'Believe, Achieve, Succeed' and our students, staff and families work together in positive partnership to maximise our students' successes and our school's reputation. Throughout 2018 we have focused on the areas of: student wellbeing, literacy and numeracy development and future focused learning. Our programs across the school in every class are differentiated to meet the learning needs of each student; we recognise, support and challenge the diverse range of talents and abilities which our students possess.

Engadine Public School provides a school experience that balances academic, social, emotional and physical development and in doing so we empower our students to become active, resilient, and informed citizens in our rapidly changing world.

I am proud to be the Principal of such a thriving and positive school community; at Engadine Public School we know, value and care for every student.

Sara Swift

Message from the school community

2018 was a busy year for the P&C with events such as the Comedy for a Cause night, the Cadbury Fundraiser and the Christmas Tree fundraiser just to name a few. For the past 2 $\frac{1}{2}$ years the P&C have managed the Engadine Community Markets as a fundraiser for the school and this came to a close at the end of 2018. I'd like to acknowledge Fiona Flaherty's tireless work in managing this role. Funds totaling \$33,000 were used throughout the year to purchase Oz Tag shorts for the school Oz Tag teams, new sports singlets for the students to wear when representing the school at Zone carnivals, purchasing the plants and garden edging for the Louise Crutcher Memorial Garden, installing air conditioning in the sick bay and over \$18,000 was used to purchase new Chromebooks and other IT equipment for all the students to use. In 2018, the P&C also introduced a new sponsorship policy for any student who made it to either a State or National level of a school competition whether it be sporting, dancing or academic. In 2018, we had the honor of sponsoring 5 students who made it to this elite status. Congratulations to those students on their amazing achievement.

Finally, I'd like to thank all those parents that helped with the Mother's and Father's Day Stalls, Easter Egg wrapping night, school discos, Athletics Carnival canteen, our school canteen, Book Club, in the Uniform Shop and with numerous BBQ's throughout 2018. Without your assistance we would not be able to run these events which raise essential funds for resources and learning opportunities for our school and its students. Amanda Yock, President

School background

School vision statement

Engadine Public School promotes an inclusive, collaborative environment which is committed to quality, innovative teaching, learning, leadership and positive partnerships between students, staff and the community.

School context

Engadine Public School was established in 1932 and is situated in the centre of the Engadine township. Commencing 2018, the school comprises of 13 mainstream classes and 4 support classes (IO, IM and 2 Autism).

Engadine Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for their own learning and behaviour.

The school places a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

The school enjoys strong parent support and works in conjunction with an active P&C which supports teaching and learning activities.

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

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.

Learning

2018 marked the beginning of a new three year School Plan that focused on three collaboratively developed new strategic directions. In the domain of **Learning**, Engadine Public School has continued to embed the practices and strategies of Visible Learning and formative feedback across all Key Learning Areas. Our 2018 – 2020 School Plan goal of quality curriculum delivery focuses on best practice in the learning of literacy and numeracy. As such we concentrated on providing a consistent approach to the planning, teaching, assessment and evaluation of these fundamental learning areas across the school.

Staff surveys and student achievement data were analysed and an updated scope and sequence for numeracy was developed. The scope and sequence allows for the learning of key mathematical concepts and skills to be consolidated and supports consistency for assessment and reporting to parents. The updated and structured numeracy assessment schedule enables early identification and intervention based on individual support needs and strengths. Referrals to the school's active Learning and Support Team (LST) have continued to result in the collaborative development of targeted learning plans, which enhance effective differentiation and improved student learning outcomes.

Our initial focus in the area of literacy responds to the identified need for improved outcomes in writing and spelling. 2018 involved the collection of essential baseline data about student achievement in literacy, consistency of teacher practice and a stocktake of school literacy resources. As such, we have purchased literacy resources for each stage across the school and are preparing to implement the targeted program of Seven Steps for Writing. All staff have engaged with professional learning in the area of the Learning Progressions in Literacy and Numeracy and understand how the progressions are a useful tool to support student learning. Staff have started to undertake initial assessment for learning with selected student groups to inform planning.

Learning at Engadine Public School reflects our commitment to future focussed learning and we continue to build staff efficacy in this area through our engagement with targeted professional learning in the 6Cs (Critical Thinking, Collaboration, Communication, Creativity, Citizenship and Connectivity) and the integration of effective, up to date ICT resources.

Underpinning all learning programs at Engadine Public School is our Wellbeing framework. In 2018 our school community achieved significantly improved outcomes in the area of student wellbeing as staff, community and students implemented the principals and practices of Restorative Justice. Our school community is now using consistent language across all settings and data reflects a noticeable decrease in reactive playground incidents. Throughout the next two years of this plan we will continue to focus on positive behaviour interventions and the building of a supportive environment which has high expectations for student achievement and behaviour.

At this early point in our school plan cycle, we have self-assessed that we are already Sustaining and Growing and we look forward to embedding all learning goals over the next two years as we continue in our pursuit of excellence.

Teaching

In the domain of **teaching**, staff have continued to demonstrate their high performance against the Australian Professional Standards; teacher capacity and practise continues to improve ensuring every student experiences high quality teaching. In 2018 three of our beginning teachers attained accreditation and our executive and Stage leaders continue to monitor the impact of programs and improve practise as required. The Performance and Development Framework (PDF) provides an effective springboard for discussions and planning around professional learning needs and areas of interest and our Classroom Observation procedures enable teachers to reflect and self-assess their practise in a collaborative and supportive environment.

School Development Days (SDD) and targeted professional learning courses as identified through Professional Development Plans (PDPs) have provided a range of learning experiences for staff which have aligned with our current school plan goals. All staff has engaged with professional learning in the areas of Learning Progressions for Literacy and Numeracy, the 6Cs, Building Blocks for Mathematics and Restorative Justice. Targeted staff have received instruction in areas such as: Best Start, PLAN2, the Australian Science Curriculum and Environmental Education. These teachers have actively evaluated, shared and discussed learning with others to improve whole school knowledge, understanding and practise.

Our school has determined that we are Sustaining and Growing in this domain. As we progress throughout the coming years we will introduce Learning Sprints and Quality Teaching Rounds as well as continue to support teachers to embed data analysis and evidence informed decision making into daily teaching practise.

Leading

The school's on-balance judgement for the domain of Leading is that we are excelling. Our leadership teams and individuals model instructional and distributed leadership and support a culture of high expectations and community engagement, which continues to result in sustained and measurable whole school improvement. Throughout 2018 staff received specific mentoring and development in order to build their leadership and management skills. Next year these staff will be encouraged to take on Instructional Leader roles within the school to build collective staff capacity in areas of Literacy, Numeracy, Future Focussed Learning and Positive Behaviour for Learning.

Stage Teams are led strategically, with a focus on program evaluation, student progress and achievement and high quality service delivery. Each team works as a professional learning community and promotes a culture of rigorous self-reflection, open and collegial dialogue and team responsibility. All staff communicate honestly and positively with community working from the knowledge that parents are our partners in education.

Our school plan is at the core of our continuous improvement measures, with our school's vision and strategic directions evident in our activities. Our goals are discussed regularly in weekly forums such as our newsletter, in face to face meetings and parent information sessions and through our Parents and Citizens group. Input and feedback is regularly sought from students, staff and parents throughout the year via Tell Them From Me Surveys.

Our school resources are used strategically to enhance student outcomes as well as to engage and work collaboratively with our local community. Teachers employ a creative approach to the use of the physical environment to ensure that it optimises learning. In 2018 our Stage 3 classes have worked collaboratively within a flexible learning space to encourage team work, cooperative learning groups and differentiated learning. Our school facilities are enjoyed by many community groups, who are welcomed to use such spaces as our school hall, our canteen and our playground spaces through the Share Our Space program.

Department of Education administrative and management practices continue to experience growth and change and as such we continue to make informed choices about our practices and systems based on cost and in response to local need. throughout 2018 we have worked hard to ensure our administrative communication protocols have met parent

need and our service delivery and customer experience remain important aspects of our overall operation.

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

Student Wellness

Purpose

At Engadine Public School the purpose of student wellness is to build a shared responsibility in developing healthy, happy, successful and productive individuals. Teachers, students and the community will actively develop relationships that are characterised by constructive interactions that provide enthusiastic and genuine support for individual and collective wellbeing.

Overall summary of progress

Engadine Public School has implemented Restorative Practices across our school community. We have engaged with staff, students and families through professional learning delivered by external accredited providers. We have supported staff to implement and use restorative language consistently across classrooms and playground areas. We have increased the capacity of our students to manage conflict positively and reduce bystander behaviour. Formal and informal observations and data have demonstrated a clear trend towards a reduction in negative behaviours across our school community. The reduction in reactive incidents has been complemented by an increase in student resilience and communication skills as they navigate conflict resolution scenarios.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School tone and culture is positive as measured by internally created and Tell Them From Me surveys	Throughout 2018 we have spent funds on: casual release, Professional Learning and resources specific to Restorative Practices (referee whistles, jackets, signs and posters).	Change in language used by school community. Restorative Practice Circle Time used across school in all classes. Student capacity built to manage conflict resolution on playground and in class.
Increase of positive behaviour recognition recorded on Sentral, and associated reduction of negative incidents recorded	Funds spent on: Seasons for Growth, Professional Learning, resources for Quiet Play Area.	Reduction of negative behavioural incidents on sentral. Improved and clarified processes for tracking of positive behaviours – review of award system.
All students requiring IEPs, PLPs and BMPs have increasingly meaningful intervention	Applications submitted to access additional funding (IFS) for students with additional support needs.	The Learning and Support Team have managed referrals promptly and collaboratively to provide support to all students requiring ILPs and BMPs. Extra School Learning and Support Officers employed to provide additional assistance in class and on playground.
Increased parent involvement in community engagement initiatives	Funds expended to provide Professional Learning sessions for parents and community members about Restorative Practices	Surveys indicate Restorative Practices language and expectations are being supported and taken up within the community.

Next Steps

As we move into 2019 we will:

continue to increase engagement and understanding of restorative practices with our parent group.

share information through our regular newsletter

continue our embedded practise of circle time each day in classrooms

support our Restorative Practice student groups with: soccer referee skills and playground mentors

Investigate a whole school framework for Positive Behaviour for Learning which will support our current work and add consistency for students, staff and parents.



Strategic Direction 2

Quality Curriculum Delivery

Purpose

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.

Overall summary of progress

In 2018 staff was surveyed to ascertain what programs, pedagogies, assessments and scope and sequences were being used. Results indicated the need for improved consistency of practice and increased literacy and numeracy resources across the school. Resources were collated and distributed equitably and \$8000 was spent in purchasing new resources for both hands-on maths and sets of class novels for literacy.

All staff engaged in professional learning in the Literacy and Numeracy Progressions and in PLAN2. All staff were also led through the Building Blocks for Numeracy program, which focuses on student-led curriculum and the use of communication, reasoning and the use of manipulatives in lessons.

Our team collaborated to write a new Mathematics scope and sequence for K–6 and an accompanying assessment schedule. This scope and sequence and assessment schedule is now being used by all staff across the school. Regular evaluation and feedback points have been built in throughout each term so that feedback can inform planning for next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase proportion of students in the top two bands in literacy and numeracy in NAPLAN	Professional Learning, casual release, resources (concrete materials, storage tubs)	This remains a focus area with continued room for growth. Comparisons between 2017 and 2018 fluctuate across the strands of literacy and numeracy.
Consistently increasing student growth on internal and external measures		Professional Learning in the Literacy and Numeracy Progressions has provided a framework which will support differentiated instruction to increase student growth.
Teaching programs increasingly reflect syllabus content, quality learning experiences and innovative pedagogy	Professional Learning, casual release, resources	Throughout 2018 we have developed a whole school scope and sequence for mathematics. Staff are all using the scope and sequence which centres around student-led learning and allows time for mastery.
Teaching programs reflect consistent and improving use and judgement of appropriate assessment strategies	Professional Learning, casual release, resources	A whole school assessment schedule has been developed to support the new scope and sequence and allow regular teacher evaluation throughout the year.

Next Steps

In 2019 we will:

- Review and reflect on staff feedback on use of the new scope and sequence and adjust as required
- Introduce Learning Sprints for specific student groups in both Literacy and Numeracy to inform planning and programming
- Fund the position of Instructional Leader in order to drive the 7 Steps for Writing literacy initiative
- Continue to fund and resource necessary teacher release, professional learning and resources for the literacy and numeracy goal

Strategic Direction 3

Future Focused Learning

Purpose

At Engadine Public School the purpose of future focused learning is to build a culture of continuous learning; ensuring that students are prepared with the capacity to think flexibly, solve problems creatively and collaboratively, and thrive in a complex, rapidly changing and interconnected world.

Overall summary of progress

In 2018 staff was surveyed to determine current knowledge of 6Cs content, use of future focussed teaching strategies and stocktake of current ICT resources. Survey data indicated the need to update resources such as Chromebooks and iPads across the school. Resources were collated, purchased and distributed across each stage to provide equitable access to learning technologies. The ICT team has installed, upgraded and serviced all hardware and have worked in collaboration with our external technology support provider, Xenotech to ensure equipment and resources are functional and problems are dealt with efficiently. Our RFF program is taken in the school library, which has been resourced with a class set of Chromebooks and enables lessons that work with specific technology and student-led research projects.

Staff has commenced professional learning in the 6Cs, which underpins our current target area of future focussed learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing percentage of teachers improve innovative teaching and future focused learning strategies (6Cs) reflected in teaching programs, observations and student work samples	Professional Learning, casual release, resources (IT and STEM)	Classroom observations, team teaching and teacher programs reflect pleasing trend towards inclusion of future focused learning activities.
Increased and broader use of technology assessed against ICT capability framework as per staff and student surveys	Purchase of iPads, Chromebooks and upgrade of Library as IT hub.	The establishment of the Library as an IT hub has increased the regular delivery of dedicated ICT lessons. Teachers are becoming more confident to deliver student-led learning experiences and are integrating technology across KLAs.
Increasing percentage of students have individual learning goals and are able to articulate their next steps.	Professional Learning – 6Cs	Working with the support of the LST and with our current focus on collaboration and creative problem solving, students across the school are developing individual learning goals and are able to articulate their learning direction moving forward.

Next Steps

In 2019 we will:

- Continue our whole staff PL on the 6Cs and embed strategies in daily teaching practise.
- Stage Teams and Instructional Leader to lead and support staff in integrating ICT and STEM resources and lessons.
- Continue to resource and fund teacher release, professional learning and collaborative practise to ensure whole school take-up of future focussed learning strategies.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5690	All Aboriginal students have collaboratively developed PLPs to enhance progress in literacy and numeracy. Our Aboriginal students were provided with a number of engaging and interactive opportunities to meet with other Aboriginal students across our region as part of the innovative Koori Kids initiative. As a whole school we celebrated Aboriginal art, stories and culture with our visiting performers during Naidoc week. Throughout the year we purchased class sets of readers and novels which provide insight and celebration of an Aboriginal perspective.
English language proficiency	\$49007	In 2018 our English Language Proficiency funding has enabled targeted programming and teaching of identified students requiring support in language acquisition. We have used both Minilit and Multilit programs, with across the board improved results. Our EALD teacher has worked collaboratively with classroom teachers to tailor differentiated programs and support students in class and has also provided small group withdrawal lessons as required.
Low level adjustment for disability	\$88618	This funding supports our many students in mainstream classes who have significant support needs related to disability. We have funded additional SLSOs to work in class and across the school. We have funded casual staff to release classroom teachers for professional learning and we have purchased specific equipment and resources to improve student capacity to attend and engage with classroom activities.
Quality Teaching, Successful Students (QTSS)	\$70901	This funding has been used in its entirety to release teachers across the school and enable meaningful classroom observations, team teaching opportunities and meetings/discussions with supervisors. This has resulted in improved teacher practice and the development of a collegial, shared responsibility across the school.
Socio-economic background	\$28978	This funding has been used to provide inclusive learning opportunities for our disadvantaged students, resulting in access on the same basis as all other students. This directly leads to improved results in student engagement and participation across all learning areas.
Support for beginning teachers		
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	159	178	193	200
Girls	153	154	163	164

At Engadine Public School our numbers are growing each year with student retention at a pleasingly high rate.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	95.5	95.2	96.3
1	95.2	96.7	94.7	94.9
2	95.9	95.8	93.9	94.6
3	96.3	95.3	95.7	95.5
4	94.6	95.7	93.9	95.4
5	94.4	94.2	95	94.8
6	95.1	95.6	90.8	95.8
All Years	95.6	95.7	94.4	95.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Engadine Public School we work collaboratively with parents, community and regional staff to support the attendance of all students. Throughout 2018 we have:

- referred matters of concern to our Learning and Support Team and school counsellor
- encouraged open communication between parents and teachers
- liaised with community support groups to assist with Home Support and mental health support

- issues
- engaged the services of Assisted School Transport
- engaged the services of the Home School Liaison Officer and program
- Created and monitored Attendance Improvement Plans as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	15.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.82

*Full Time Equivalent

Engadine Public School currently has one teacher who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

All staff has participated in a range of professional learning opportunities throughout 2018 which have been aligned with our school plan priorities. This has included: Building Blocks for Numeracy, The Literacy and Numeracy Learning Progressions, Restorative Practices, CPR/Anaphylaxis, Code of Conduct, Child Protection and the 6Cs of Learning. Targeted staff has engaged with relevant professional learning in the areas of: Best Start, PLAN2, the Australian Science curriculum, Environmental Education and PDHPE. These teachers have then delivered and shared the knowledge, skills and resources with all staff across the school to build collective staff efficacy.

Professional Learning is provided to staff weekly, at teacher professional learning afternoons, through 4 x twilight professional learning sessions after school and on School Development Days 3 x per year. Staff also attend professional learning network meetings, workshops and conferences outside of school hours.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	124,919
Revenue	4,268,190
Appropriation	4,005,937
Sale of Goods and Services	34,405
Grants and Contributions	225,035
Gain and Loss	0
Other Revenue	0
Investment Income	2,814
Expenses	-3,915,931
Recurrent Expenses	-3,915,931
Employee Related	-3,457,301
Operating Expenses	-458,630
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	352,259
Balance Carried Forward	477,178

Engadine Public School's financial management processes and governance structures have met all financial policy requirements.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,355,557
Base Per Capita	74,660
Base Location	0
Other Base	2,280,898
Equity Total	172,293
Equity Aboriginal	5,690
Equity Socio economic	28,978
Equity Language	49,007
Equity Disability	88,618
Targeted Total	875,354
Other Total	450,610
Grand Total	3,853,815

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 our Yr. 5 Reading results in the top two bands were above those of Statistically Similar School Groups (SSSG), as well as those of Department of Education schools.

In 2018 our Yr. 3 Numeracy results were above those

of Statistically Similar School Groups (SSSG).

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 on student performance for the top two NAPLAN bands in reading and numeracy. In 2018 our Yr. 5 Reading results in the top two bands were above those of Statistically Similar School Groups (SSSG) as well as those of the Department of Education schools. Our Yr. 5 Numeracy results in the top two bands were lower than those of DoE and SSSG schools. Our Yr. 3 Reading results were lower and our Yr. 3 Numeracy results were above those of SSSG schools.

The analysis of this data has informed our School Plan strategic directions for the next two years of the school planning cycle, resulting in a targeted approach to developing enriching learning activities to increase achievement in the top two bands.

Aboriginal students at Engadine Public School work with collaboratively developed Personal Learning Plans and receive targeted support from our Learning and Support Team as required to improve education outcomes in NAPLAN.

Parent/caregiver, student, teacher satisfaction

Throughout 2018 we sought feedback and opinions from parents, students and staff about our school.

Parents were involved in focus groups to discuss wellbeing and student welfare at school. Parent feedback about our school practices and culture was positive, with parent and community commitment to introducing the Restorative Practices framework at EPS. As always, our parents were invited to attend parent/teacher meetings and individual planning meetings as required, so that we could continue to work collaboratively with feedback from home.

Students participated in our annual Tell Them From Me survey, which indicated extremely positive results across the three areas which contribute to student success at school. 85% of our students feel that they have someone at school who consistently provides encouragement and can be turned to for advice (Advocacy); 96% of our students feel that staff emphasise academic skills and hold high expectations for all students to succeed (Expectations for success) and 82% of our students feel accepted and valued by their peers and by others at our school (Sense of belonging).

Throughout the year staff opinion was sought on a regular basis about matters involving teaching and learning programs, professional learning and student

wellbeing programs. As always, we have worked collegially to develop meaningful and rigorous programs to support academic, social and wellbeing outcomes for our students.

Policy requirements

Aboriginal education

ABORIGINAL EDUCATION

Indigenous students at Engadine Public School are valued and acknowledged and always encouraged to excel. This was evidenced in 2018 when a number of students were recognised for their entries in the 'Patrick White Writing Competition'. Patrick White is one of Australia's most accomplished writers and an avid supporter of the advancement of Indigenous Australian youth. He was also the first Australian writer to receive a Nobel Prize for Literature. Last year, Engadine Public School students were awarded a winning entry for a Year Six poem and two encouragement awards for a Year Five story and a Year Three poem. The same Year Six student also received a 'Deadly Kids Award' in 2018 and she danced at Taronga Zoo as part of the 'Gili Dancers' group.

Staff at Engadine Public School have ensured that the appropriate Acknowledgement of Country or Welcome to Country protocols are adhered to at all formal school community meetings and all staff have continued to successfully integrate Aboriginal studies throughout their teaching of the six Key Learning Areas. This has been done by focusing on raising student awareness of Aboriginal Culture and history through excursions, visual arts and teaching of history and geography.

Engadine Public School celebrated NAIDOC week with dance incursion presented by Sean Choolburra, an Aboriginal Australian comedian. Sean engaged the students with his energy and humour while regaling them with historical facts and a depth of ancestral understanding and knowledge. He did this through dance, stories, painting, fire creation and didgeridoo playing. The students were also presented with a wonderful array of artifacts, from fishing nets to hunting shields.

Aboriginal students also attended 'Koori Kids on the Park' in the Royal National Park, where they learnt about various Aboriginal traditions and participated in many cultural activities.



Multicultural and anti-racism education

Engadine Public School has an appointed Anti Racism Contact Officer (ARCO) who is available to assist parents, staff and students if required. The ARCO role involves three aspects: complaints support, education and monitoring.

Our school engages annually with whole school strategies such as the celebration of Harmony Day and the promotion of anti racism education strategies through classroom teaching and learning including National Day of Action against Bullying and the inclusion of multicultural perspectives across Key Learning Areas. Staff challenge race-based generalisations and stereotypes by including strategies in teaching and learning programs that promote intercultural understanding and develop respect for Australia's cultural, linguistic and religious diversity.

Other school programs

Welfare and Wellbeing

Staff undertook Professional Learning in Restorative Practice. Staff continue to regularly implement mindfulness practice in their classrooms. In 2018 two staff were invited to attend a Special Needs in Education Summit where they presented on Integrating ASD students into the school community. EPS participated in multiple celebrations including National Day of Action Against Bullying, Harmony Day, White Ribbon Day and Day of Disabilities.

Student wellbeing, including the support of children with additional learning needs and those requiring extension, is a priority area at EPS. Ensuring that all students are engaged in a differentiated curriculum that caters for their learning needs is a priority. Teachers at EPS work closely with parents and health professionals to support students in reaching their full potential. The school has a strong Learning and Support Team (LST) that meets weekly to discuss student referrals. Ongoing professional dialogue works to support student learning and behaviour needs in the classroom. Our school counsellor supports students academically, socially and behaviourally. The provision of support for students with additional learning needs has ensured strong student engagement and progress and this can be seen in improved student outcomes and growth. All students in our Support Unit and identified children in our mainstream classes have an Individual Learning Plan (ILP) developed collaboratively by the class teacher, parents and the LST. Parents and teachers work together on these plans throughout the year to ensure they continue to be effective. EPS participated in the Australian Government's Nationally Consistent Collection of Data of school students with a disability. This program enabled staff to support the LST in collecting accurate data on all students for whom accommodations and adjustments are made to the curriculum. Identified students are supported by our committed Learning and Support Teacher (LaST). Our LaST provides support for students who need social or emotional support through a number of programs

including Seasons for Growth. Our school counsellor provides counselling support to referred students and assists families to link to other support agencies and personnel in the community.

Linkages

Engadine Public School is proud to take part in the Linkages program with Engadine High School. This program, which has been recognised twice with a Director-General's Award, allows Year Six students from local primary schools to visit Engadine High School on numerous occasions throughout the year for different learning experiences.

In 2018, Year Six students from Engadine Public School visited Engadine High School for a 'Writing Day' and a 'Numeracy Day'. Each day started with a workshop in the hall for all of the attending schools, followed by small groups experiencing demonstration lessons in numerous Key Learning Areas. Students also attended a 'Transition Day' and an 'Orientation Day'. Selected students were also given the opportunity to take part in a 'Targeted Writers Workshop' and an 'Enrichment Program' for identified gifted and talented students.

In 2019, all Year Six students will also take place in a 'Science Day' at Engadine High School where they will be able to experience experiments in the science laboratories.

Choir 2018

Throughout 2018, Engadine Public School choir proudly performed at many school and external events. The choir consisting of 25 students from Year 2 to Year 6 under the guidance of choir teacher, Mrs Gailene Ryan, proudly represented EPS at the Sutherland Shire Music Festival where 4,500 primary school students from across the district performed at one of the ten annual concerts. In addition, the choir performed at many school-based events such as Grandparents Day, School Assemblies and Open Day in Education Week. They also had the privilege to perform for local senior members at the Engadine Community Centre. In August, Woolworths in Engadine, invited the choir to perform at the opening of their refurbished store and to sing Christmas carols during the festive season. Engadine Rotary invited the choir to perform at the annual Christmas Carols at Cooper St. Park, which concluded a very successful and joyful choir year.

Dance

In 2018, 83 students from Years 1 to 6 were involved in four separate Dance Ensembles. These included: Junior Dance Ensemble (Stage 1 students, both girls and boys, predominantly girls), Intermediate Dance Ensemble (Stage 2 students, girls only), Boys Dance Ensemble (Stage 1–3 students, boys only) and Senior Dance Ensemble (Stage 3 students, both girls and boys, predominantly girls).

During weekly dance lessons students learned about stage presence and basic choreographic skills, whilst working together as a team to create several

performance items. The four Dance Ensemble groups showcased these items at various events throughout the year, including:

In the Spotlight Dance Festival (formerly The Ultimo Dance Festival), The Sutherland Shire Schools Music Festival (SSSMF), Dance Extravaganza, Kurrunulla Dance Festival, Engadine Street Festival, Engadine Spring Fair (formerly McAllister Fete), Community Centre performances and various performances at school for Education Week and Kindy Orientation.

In addition to the above performances one dance student attended an Indigenous Dance Workshop. Following this workshop, she was selected to perform as part of the Gili Dance Group at various events throughout the year.

Our four Dance Ensembles all participated in the Kurrunulla Dance Festival for the first time. The Kurrunulla Dance Festival is a competition that encourages and supports children to grow and push their talent in dance in a friendly and safe environment. It was a very successful evening for all four groups with the Boys and Intermediates receiving Gold awards in their sections. Whilst the Seniors and Juniors both received Silver awards in their sections. The Senior Dance Ensemble also won the Entertainment Shield (Perpetual Shield for Most Entertaining Performance).

Environmental Team

The Environmental Team is a volunteer student group that meets weekly at lunchtime each Friday. In 2018 there were approximately 40 team members from Years 2 to 6, with an average attendance of 15 each week. The students were supervised by Mrs Taggart and Mrs Corben. Throughout the year the team participated in planting and gardening activities as well as environmental education initiatives. They coordinated daily compost collection and then used the compost on our school vegetable gardens.

The team was involved with the Return and Earn program, recycling drink containers and raising funds to assist with the purchase of seedlings for our gardens. Environmental Team leaders made contributions to environmental education through school newsletters, the student newspaper and at school assemblies. Students were also involved in special days such as Clean Up Schools day, Schools Tree Day, Earth Hour and National Recycling Week.

During 2018 the team was successful in receiving goods and services from our local Bunnings store, who provided soil, seedlings, gloves, worms and other resources, as well as their time. Staff from the Royal National Park Environmental Education Centre visited our school to assist students with their environmental pursuits, whilst Sutherland Shire Council Nursery provided free soil to top up our garden beds.

Students are taking great pride in their school vegetable gardens, growing plants from seeds through to harvest. They have enjoyed eating and sharing their produce and during Term 4 we were able to sell rosemary for Remembrance Day.