

# Erina Heights Public School

## Annual Report



2018



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# Introduction

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

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

Greg Francis

Relieving Principal

## School contact details

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## Message from the Principal

It has been my privilege to lead this wonderful school as Relieving Principal throughout 2018. Over the last three years, our school has worked tirelessly to initiate school reform in the pursuit of excellence in collaboration with the parent community, our students and our partners within the Terrigal Learning Alliance (TLA – including Terrigal High School and Terrigal Public school). This partnership provides a clear pathway for students from Kindergarten to Year 12 providing essential links for families during these critical transition periods. During the year a combined professional learning day was held within the TLA where staff participated in a variety of workshops and interactive sessions which focused upon student wellbeing, quality teaching and learning pedagogies (Unleash Learning: Dr William DeJean), teaching and learning within the digital classroom and the effective use of data to analyse and improve student performance.

Our school motto, 'Learning for Life', has been central to the school's vision and three strategic directions for the past three years (2015–2017). This year the School Leadership Team, in consultation with staff, students and our parent community, have successfully implemented the new School Plan (2018–2020) through regular executive, staff and P&C meetings. This evaluative process has been supported by the collection of data through surveys and forums and the ongoing reflection and tracking of school milestones during school planning sessions . Our three strategic directions have been generated and based upon the information gathered during the review process. The staff and I presented the new School Plan (2018–2020) to the parent community at the beginning of the year at our annual Parent Information Evening. I am proud of the entire staff who all contributed to this presentation providing a thorough explanation of the school's blue-print for 'excellence'. These include:

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

Our school strives to provide innovative teaching and learning where resilient learners develop a strong foundation in literacy and numeracy. Quality teaching and learning programs enable all students to reach their full potential and develop a sense of self-confidence and self-worth. These opportunities are designed to motivate and challenge the students.

Erina Heights Public School is a positive, inclusive and supportive environment where all students are valued and inspired to learn. Our success is built on the foundations of our school's core values, which are embedded throughout the whole school community. Developing strong partnerships in order to establish Respectful and Responsible relationships, where all stakeholders strive to achieve their Personal Best, ensuring that everyone's wellbeing and 'quality of life' remains pivotal to school success. Underpinning our strong and dedicated wellbeing approach is the Positive Behaviour for Learning framework and the NSW DoE Wellbeing Framework ensuring that all students *Connect, Thrive and*

Succeed.

Our school's success includes three key elements that promote the quality teaching and learning programs that our students, staff and parents value and appreciate. Firstly, we have a highly dedicated staff who work collaboratively to provide an inclusive and dynamic learning environment where all students are nurtured and encouraged to achieve their personal best. Secondly, our students are a passionate and enthusiastic group of young people who are keen to learn and participate in the range of educational opportunities provided for them at our school. Our Student Leadership program, which is based around a parliamentary model, provides genuine opportunities for our students to have a 'voice' and actively contribute to the decision-making processes of our school. Thirdly, Erina Heights Public School enjoys tremendous support from our parent body and local community, including the local Kuriwa AECG, providing pathways for our Aboriginal and Torres Strait Islander students and their families to engage in the life of our school.

I was particularly proud of the successful school fete (The Carnival of the Green and Gold Serpent), which raised over \$20K to help improve existing playground equipment and to assist with the remediation of the backfield. My sincere thanks to the P&C executive, Carnival Committee and the entire staff at Erina Heights Public School for their months of hard work and dedication to making this another community event that everyone can be proud of.

We have achieved our goal of providing personalised learning for every student through the implementation of evidence-based teacher practice and the development of a whole-school approach to individualised learning plans and learning support practices. Established Performance and Development Plans for every teacher has led to improved teacher quality through targeted teacher professional learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved a wide range of experiences such as creative and performing arts, sport, music, public speaking, debating, environmental and cultural studies.

I would like to acknowledge the tireless work of our School Cleaner and General Assistant, Craig Ward, who has undertaken a number of projects this year to improve the physical appearance and safety of certain playground areas – particularly the front playground and infants play equipment. This year the staff have worked extremely hard to lift the profile of Erina Heights Public School to become the 'school of choice' for local families. We have spent a great deal of time and money on improving the physical appearance of the school and promoting the positive image we share for Erina Heights Public School. The school mural and new directional signs have brightened up the entry to our school and improved general movement and safety around the school site. Work on the Yarning Circle and Bush Tucker garden have commenced with this area being enhanced by the Aboriginal mural painted in the front playground by renowned Aboriginal artist Brett Parker. We eagerly await approval from CC Council to commence work on the digital sign and are currently in talks with local member, Adam Crouch, and the NSW DoE Assets Management Team to finally commence remediation work on the backfield and upgrade the septic tank system.

As this is my last Annual Report for Erina Heights Public School, I would like to take this opportunity to thank you all for your ongoing support and words of encouragement. I have thoroughly enjoyed my three years at Erina Heights Public School and feel blessed to have been given this opportunity to lead such a wonderful school.

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

Greg Francis – Relieving Principal

### **Message from the school community**

**EHPS**  
P&C Association Annual School Report 2018

2018 was another successful year for the EHPS P&C in terms of fundraising and provision of school support. I would like to publicly thank all who have contributed both time and financial support to the many events organised by the EHPS P&C. I would also like to acknowledge the service of our outgoing P&C Executive – Sarah Proud – President, Liza Granger – Treasurer, and Gillian Frost – Secretary. Without people willing to take on these roles of leadership, an effective and efficient P&C would not be possible.

Throughout the course of the year, fundraising ventures included:

1. Mother's Day Stall
2. Father's Day Stall
3. Numerous mufti days
4. The Carnival of the Green and Gold Serpent (Major fundraiser)
5. Casey's Toy World VIP shopping night
6. Bbq's and cake stalls at sporting carnivals
7. Second hand uniform stalls

8. Bunnings BBQ
9. Entertainment books
10. Canteen special menu days

P&C funds have also been used to:

- Complete the library refurbishment
- Subsidise the cost of Year 6 Hoodies
- Enhance the school appearance through the addition of the school mural
- Purchase Athletics singlets for representative teams
- Assist with sporting expenses for students participating at a national level, to name just a few.

The P&C work collaboratively with school staff to support the teaching and learning opportunities of students at EHPS. Regular meetings are a great way to be a part of this process and to contribute suggestions and insight.

Meetings are held Tuesday night of Week 4 and 9 of each school term. All welcome and invited to attend and become involved.

Amy Ferrier Vice President P&C Erina Heights Public School

# School background

## School vision statement

**Our vision is to provide a quality education system which promotes equity and excellence so that all students become happy, healthy, successful lifelong learners.**

It is our mission to provide a holistic learning program, which meets the changing needs of all individuals. Our aim is to educate our students to become confident, creative, critical and informed citizens in preparation for today's complex and dynamic society.

Our school infrastructure and policy enables innovative teaching and learning where resilient learners develop a strong foundation in literacy and numeracy. Quality teaching and learning programs enable all students to reach their full potential and develop a sense of self-confidence and self-worth as learners. These opportunities are designed to motivate and challenge the students, whilst enriching the teaching and learning cycle.

Erina Heights Public School is a positive, inclusive and supportive environment where all students are valued and inspired to learn. Our success is built on the foundations of our school's core values, which are embedded throughout the whole school community – developing strong partnerships in order to establish *Respectful* and *Responsible* relationships, where all stakeholders strive to achieve their *Personal Best*, ensuring that everyone's wellbeing and 'quality of life' remains pivotal to school success.

## School context

Erina Heights Public School was first established in 1892 and still boasts a beautiful sandstone building which holds significant social and historical significance to the local community, originally associated with the "Gosford Model Farms Estate" and the early settlement and subdivision of the Erina Heights district. Nestled amongst bushland, Erina Heights PS proudly sits on Darkinjung land and is part of the Gosford network of schools and a member of the Terrigal Learning Alliance (TLA).

Our school population has remained steady over the past five years, maintaining between 340 – 350 students annually. Our Aboriginal student population is 4% and the school has strong links with the local Kuriwa AECG.

Our school offers a broad range of extra curricular activities which support and enhance a holistic learning program. These include, but are not limited to – band, NSWPSSA sporting knockouts and various local gala days, BYOD (Stage 3), before and after school Spanish and French lessons, Student Elected Engagement groups and various Student Leadership opportunities.

At Erina Heights PS, the mix of experienced and early career teachers enables our staff to provide a diverse, enriching and differentiated curriculum where all students are encouraged to take 'Responsibility' for their own learning, to be 'Respectful' and to always strive for their 'Personal Best' – these core values underpin our Wellbeing Policy as a Positive Behaviour for Learning (PBL) school.

A strong focus on improving literacy and numeracy outcomes and integrating technology into the teaching and learning cycle are major aspects of future school planning. Providing opportunities for all students to '*Connect, Succeed & Thrive*' will be central to our school's strategic directions, as we strengthen their cognitive, physical, social, emotional and spiritual wellbeing.

# 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.

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In 2018, staff at Erina Heights Public School undertook self-assessment using the elements of the School Excellence Framework. Our staff discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated during our afternoon and in school for professional learning sessions to examine the school plan and to determine the elements of the School Excellence Framework that the school strongly addresses. This provided an important overview to ensure our improvement efforts aligned with the expectations of the School Excellence Framework. .

In the domain of **Learning** efforts were primarily focused on curriculum. The school implemented and built consistent practices in the learning area of mathematics. The school trained teachers in the development of mathematics planning and programming including differentiation and Targeting Early Numeracy Strategies (TEN). The school developed a whole school approach to teaching mathematics and implemented evidence-based teaching practices, accurately collect student assessment data and lesson plans to explicitly and systematically teach mathematics.. As a result the teaching and learning environment had a clearly defined sequence of learning in mathematics, updated teaching and learning units of work and resources. It improved opportunities for the delivery of quality mathematics teaching with the intent to promote student growth. The next steps will involve building the capacity of teachers to meet and address the individual needs through differentiated, explicit and systematic teaching. This will be achieved through quality professional learning in the area of planning and programming and implementing differentiated learning through rigorous data collection and analysis. .

In the domain of **Teaching** efforts were primarily focused on wellbeing. The school implemented and built consistent practices through Positive Behaviour for Learning (PBL). The school engaged professionals to train teachers in trauma and socio-emotional learning programs such as "Flip Your Lid" to be implemented in 2019. The school developed a systematic and explicit approach to deliver the expectations and implement data tracking systems. This established clear behaviour management and lesson plans to explicitly and systematically teach school expectations. In the classrooms staff created clear class rules in consultation with students based on the school values. School data collection and analysis informed class and school teaching of class expectations. This resulted in a teaching and learning environment that clearly defined behaviour expectations, a whole school approach that is consistent in language and practices, evidence-based teaching, consistent playground reward system and tracking of whole school rewards through Class Dojo. It improved opportunities for rewards and individual achievements. The focus on wellbeing included the development of policies that were drafted, consulted and published including anti-bullying, student wellbeing and student leadership. Within learning support National Consistency Collated Data processes were fine-tuned, staff trained in adjustment sheet administration and the learning support referral processes were revised. These all highlighted a wellbeing culture that improved the socio-emotional outcomes. The next steps to be pursued involve the introduction of Peer Support to reinforce work done on student voice and behaviour management training which will measurably improve individual and collective wellbeing.

In the domain of **Leading** our efforts were focused on Community Engagement. The school initiated and planned opportunities for parents and community members to engage in a range of school-related activities which helped build the school as a cohesive educational community. The community were involved in Parent Information Evenings, an Open Day for prospective students and Education Week celebrations. This resulted in the consolidation of strong partnerships between our school, parents and the wider community. The next steps include improved scheduling and reporting of assessment data and practices at a student, class, stage and whole school levels and improved school infrastructure and presentation.

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>

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## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To provide teaching and learning programs that are innovative, dynamic and challenging in order to maximise student engagement, growth and performance, with an emphasis on literacy and numeracy.

#### Overall summary of progress

Focus on Reading (FoR) was implemented in the school. This involved teachers participating in teacher professional learning to reinforce and reflect on FoR ideals, scaffolds and skills. Classroom teachers participated in mentoring sessions, that saw FoR leaders observe, interact and provide feedback in classes across the school. This resulted in FoR content being embedded in classroom practice in a purposeful and quality manner. Students were engaged in lessons that intensively targeted their reading comprehension skills. It improved teachers capacity to deliver quality lessons that feature evidence-based comprehension strategies, consistent language, high leverage teaching and learning practices that actively engaged students and their metacognitive strategies for comprehension. The next steps are for FoR strategies to be embedded in everyday teaching and learning and planning for phase two implementation and action research.

Mathematics was a major focus in the school. This included the development of a K–6 maths team that developed directions, ideals and action plans for targeting the improvement of maths teaching and learning. The team drove the evaluation of current school teaching and learning programs to lead in the development and implementation of units of learning for comprehensive and cohesive sequences of learning. The scope and sequence for mathematics were designed to meet student need. The maths team conducted a resources audit and purchased new equipment. DoE Education Services provided additional support to the school in terms of leading teacher professional learning for both the maths team and wider staff. This targeted differentiation, data analysis and numeracy strategies. This intervention saw the improvement of teaching and learning programs in maths, the purchase of engaging and concrete materials and resources and an updated scope and sequence for mathematics. The next steps are to implement these units for explicit and systematic teaching to ensure differentiated instruction and utilisation of activities and resources. The school needs to enhance opportunities to effectively participate in online maths activities and improve assessment practices and analysis of data to drive teaching and learning instruction.

Future-Focused Learning was implemented in the school. This involved the implementation of coding across the whole school and identified student groups. Inquiry learning, including STEM and Project-Based Learning, was initiated in classrooms. The inquiry learning process was trialled across the school. A coding club was established at lunchtime. Students involved in this program developed and extended their skills in their future-focused skills and strategies. The school's library was updated throughout the year, to create a space that's inviting and engaging. The school's future-focus resulted in teachers undertaking collegial discussions to network and build expertise, the library was used as an effective and engaging learning space and students were involved in challenging teaching and learning. The implementation of future-focused learning has improved our school environment by offering students innovative and contemporary teaching and learning opportunities as well as learning spaces. The next steps include building the capacity of staff to extend their skills and understanding in inquiry learning and embed inquiry practices into syllabus teaching and learning. This will be achieved through teacher professional learning and utilise mentoring and coaching structures. Future-focused infrastructure and resources will be a feature for improvement such as We Dos and Lego Mind storms kits. The implementation of History, Science and Geography syllabus will be of significant focus with Inquiry learning underpinning syllabus implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of students (Years 3, 5 & 7) achieving in the proficient bands for reading will increase by 10% (Yr. 3 from 52% to 62%, Yr. 5 from 34% to 44% and Yr. 7 from 26% to 36%) as compared to 2015–2017 baseline data.	65000 Literacy / Numeracy intervention FTE 0.6  62000 Learning and Support Teacher FTE 0.6  Student Emergency Support Funding 2000  Low level adjustment for	Year 3 reading 64% of students in proficiency bands  Year 5 reading 50% of students in proficiency bands  Year 7 reading not available in SCOUT software  Year 3 numeracy 49% of students in proficiency bands
The number of students (Years 3, 5 & 7) achieving in the proficient		

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
bands for numeracy will increase by 10% (Yr. 3 from 39% to 49%, Yr. 5 from 29% to 39% and Yr. 7 from 31% to 41%) as compared to 2015–2017 baseline data.	disability 24000 additional LAST and SLSO flexible funding  Quality Teaching Success Students 0.581	Year 5 numeracy 39% of students in proficiency band  Year 7 numeracy not available in SCOUT software  100% of staff completed Phase 2 FoR training  100% of staff have been mentored in implementing The Super Six as a part of the FoR  100% of staff participated in professional learning lead by Educational Services  Scope and sequences and mathematics units of work developed  Maths Team conducted resources audit and equitably distributed K–6  Additional maths resources were purchased  Additional targeted support through SLSO and LAST intervention  Continued numeracy focus semester one 2019 is required
SMART data will show an increase of 15% for the number of students (Years 5 & 7) achieving 'equal to' or 'greater than' expected growth for reading (Yr. 5 from 56.4% to 71.4% and Yr. 7 from 51.7% to 66.7%) and for numeracy (Yr. 5 from 52.6% to 67.6% and Yr. 7 from 75.4% to 90.4%) – as compared to 2015–2017 baseline data.	65000 Literacy / Numeracy intervention FTE 0.6  62000 Learning and Support Teacher FTE 0.6  Student Emergency Support Funding  Low level adjustment for disability 24000 additional LAST and SLSO flexible funding  Quality Teaching Success Students 0.581	Year 5 reading 73% of students achieving equal to or greater than expected growth  Year 5 numeracy 73% of students achieving equal to or greater than expected growth  Year 7 reading and numeracy not available in SCOUT software.  Year 5 growth performance in reading has improved by 22%  Year 5 growth performance in numeracy has improved by 3%  100% of staff has participated in professional learning lead by Educational Services  Scope and sequences and mathematics units of work developed  Maths Team conducted resources audit and equitably distributed K–6  Additional maths resources were purchased  Additional targeted support through LAST and SLSO intervention  Continued numeracy focus semester one 2019 on personalised and quality teaching practice
Contribute to the State Priority by increasing the number of Aboriginal students in the top two bands	Aboriginal Background 9000	33% of Aboriginal students in the top two bands NAPLAN for reading and numeracy

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN bands by 35% for reading and numeracy where statistically significant.		10% improvement of Aboriginal students in the top two bands in reading and numeracy PLP included reading and numeracy goals

## Next Steps

- Implement syllabus documents for History, Geography and Science, develop scopes and sequences, engage in professional learning and create units for learning
- Develop whole school approach to teaching and assessment in writing and numeracy
- Implement whole school future focus opportunities for students, staff and community.

## Strategic Direction 2

### Wellbeing

#### Purpose

To provide a purposeful and planned approach to support the cognitive, social, emotional, physical and spiritual wellbeing of all staff, students and parents.

#### Overall summary of progress

A systematic whole school approach to goal setting was implemented to address the individual needs of all students. Teaching staff incorporated data from learning adjustments, Personalised Learning and Support Plans, Personal Learning Pathways and information gained in partnership with parents at learning conferences. Student achievement was celebrated in a timely manner with Personal Best Awards or at Recognition Assemblies. This resulted in an increased student engagement and determination to succeed. Student goal setting and reflection on learning was embedded in teachers practice. The next step will be to develop a whole school scope and sequence and units of learning that support a growth mindset, familiarisation and implementation of the Personal Develop, Health and Physical Education (PDHPE) new syllabus 2020 .

An evidenced-based approach to learning and support was strengthened. NCCD processes and data collation of student learning was improved by a whole school data collection. Expert professionals trained staff in learning support strategies. As a result, professional learning adjustment sheets were developed and learning support referral processes were refined. The impact saw all staff implementing the appropriate adjustments in their classroom, utilised specialist DoE support staff and implemented improved referral practices to the Learning Support Team (LST). Student wellbeing policy was developed and implemented. The systems and practices improved with additional students receiving tier three funding. The next steps for the school will be a consistent central place for storage of data collected, improved use of Sentral and LST policy developed.

The school reviewed the school parliament and introduced the inauguration assembly for student leaders to highlight and value the student voice in our school leaders. This resulted in the student leadership policy being revised and endorsed by the parent community. The student leadership team attended the GRIP leadership workshop to fine tune leadership skills. This improved student confidence in coordinating a team. The next steps for the school is to achieve 100% involvement of Year 6 students to be involved in leadership through the implementation of the Peer Support program in 2019.

Teachers were trained in trauma awareness and strategies to implement as needed. This highlighted the school's need for programs such as Seasons for Growth and Rock and Water. In addition the need for a whole school approach for trauma informed practice. As a result Flip Your Lid program, based on brain education, was developed for implementation 2019. The school's next steps would be implementation of an identified Kidsmatter program and antibullying strategy across the whole school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students performing 'at' or 'above' the NMS as evidenced by SMART data for the following key aspects – (Yr. 3 Spelling increase from 94% to 100%, Yr. 5 Grammar and Punctuation increase from 89% to 97% and Yr. 7 Writing increase from 71% to 87%) – as compared to 2015–2017 baseline data.	65000 Literacy / Numeracy intervention FTE 0.6  62000 Learning and Support Teacher FTE 0.6  Student Emergency Support Funding  Low level adjustment for disability 24000 additional LAST and SLSO flexible funding  Quality Teaching Success Students 0.581	Year 3 spelling 92% of students are performing at or above the national minimum standards  Year 5 grammar and punctuation 91% of students are performing at or above the national minimum standards  Year 7 writing data not available SCOUT software

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the percentage of parents / carers who 'Strongly Agree' or 'Agree' that the school's Student Wellbeing Policy supports the social and emotional wellbeing of their children from 50.77% (2017) to 75.77% – as evidenced by school-based <i>Parent Satisfaction</i> surveys.	Aboriginal Background 9000  English Language Proficiency 5600  Quality Teaching Success Students 0.581	51.6% of families strongly agree and agree that the schools Student Wellbeing Policy supports the social and emotional wellbeing of their children  Term 4 2018 stages planned and prepared Wellbeing units for beginning of 2019. The units embedded student goal setting, growth mindset and trauma informed practices.  Student wellbeing policy written and endorsed for implementation 2019.  Each stage developed goal setting unit for the beginning of 2019 which incorporated growth mindset  School implementation for 2019 includes an Antibullying scaffold for students and the implementation of Kidsmatter program regarding the management of friendships. In 2019 the Introduction of tier two wellbeing programs will be established.
An increase in the percentage of parents who support the school's 'resilience' programs from 56.92% (2017) to 81.92% – as evidenced by school-based <i>Parent Satisfaction</i> surveys.	Aboriginal Background 9000  English Language Proficiency 5600  Quality Teaching Success Students 0.581	67.7% of parents indicated that their child demonstrates resilience and can "bounce back" from negative set backs  School implementation of Antibullying scaffold for students and implementation of Kidsmatter program regarding the management of friendships. In 2019 the introduction of tier two wellbeing programs will be established.

## Next Steps

- Develop and improve LST policy and practice
- Enhance and improve universal and classroom PBL practices for consistent whole school implementation
- Engage in professional learning and programs development in tier one and two in antibullying, PBL and student wellbeing.

## Strategic Direction 3

### Quality Systems

#### Purpose

To provide quality systems, structures and policies that underpin ongoing school improvement, and support a culture of high expectations whilst promoting positive partnerships across our school community.

#### Overall summary of progress

Our school was successful in retaining a number of grants to improve our grounds. The NSW Community Building Partnership program provided funds for the purchase and installation of an LED electronic sign and a Bunnings grant enabled the completion of a wall mural. This improved the aesthetics of the school and resulted in increased outdoor appeal for students, parents, staff and community members. All classrooms were fitted with phones allowing more efficient communication between teachers and administration staff. Next steps will be to continue the beautification process of our school by upgrading floors, blinds, painting, backfield and basketball court grounds, playground equipment and septic tanks. We will also introduce electronic logging of General Assistant tasks through Sentral, improved recycling and rubbish habits and the development of an Environment Club.

Positive partnerships was a major focus in our school. This included the introduction of Sentral, a web-based program that manages administration, attendance, wellbeing systems, student data and reports. All staff members participated in teacher professional learning to ensure effective use of the program. We also launched the whole school use of ClassDojo as a communication tool between teachers and parents and to log student Positive Behaviour for Learning (PBL) rewards. This resulted in a simplified and efficient way for communicating between home and school. Our school held an Open Day for prospective students and their families. This involved a school tour, parent information sessions and a fine and gross motor workshop. The Kindergarten Transition program took place during Term 3 and 4. The sessions included visits to the Library, Office, Computer Lab, Kindergarten classrooms and playground areas. As a result of these initiatives, parents and students were supported during the transition process and became more familiar with our school environment. Next steps will be to continue to update our school website to ensure it is professional and user-friendly and improve transition program P–Kindergarten.

Our school focused on implementing a whole school assessment and reporting strategy. This included reviewing our K–2 and 3–6 Assessment Schedule. Each Stage reflected on the timing and content of assessments. This ensured assessments were authentic and effective. Based on parent feedback the report template was restructured to reflect improved presentation and simplified, parent friendly language. Our parent teacher interview timeline was reviewed and online bookings implemented. This involved changing our interview times from Term 1 to Term 2, enabling teachers to discuss reports with parents. The booking system made it clear and easy for parents to book interviews, particularly for those with multiple children at our school. Next steps include further revision of our assessment schedule and practices and adjustments to the report template and the reporting timeline.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the percentage of parents who 'Strongly Agree' and 'Agree' that effective channels of communication exist with students and parents – from 69.23% in 2017 to 92.91% – as evidenced by school-based <i>Parent Satisfaction</i> surveys.	Per Capita and School operational funds for administration 5000	93.5% of parents indicated that they use the newsletter as the main source of school information 38.7% indicated that they had accessed the school website over a 4 week period 77% had utilised the school app over the last month 93.5% of parents indicated strongly agree and agree that the school provides effective channels of communication between parents and their child's classroom teacher. This is an increase of 30% on data collected 2017. 98.6% of parents strongly agree and agree that their child's teacher demonstrated effective and open channels of communication.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of parents who 'Strongly Agree' and 'Agree' that the school's assessment and reporting processes provide valuable feedback about their child's progress from 63.08% (2017) to 84.62% – as evidenced by school-based <i>Parent Satisfaction</i> surveys.	Quality Teaching Success Students FTE 0.581  Socio-economic background 8000	87.1% of parents indicated that the school reports and parent interviews provide valuable feedback about their child progress.  An increase in parent satisfaction of 24.02% from data collated in 2017.
An increased number of parents who 'Strongly Agree' that they are encouraged and feel welcomed when participating in school activities from 35.38% (2017) to 59.23% – as evidenced by school-based <i>Parent Satisfaction</i> surveys.	Quality Teaching Success Students FTE 0.581  Aboriginal background 9000	93.5% of parents indicated that they felt welcomed and were encouraged to be apart of the school  An increase in parent satisfaction of 58.12% from data collated in 2017.

## Next Steps

- Develop assessment policy, practices and schedules for a strategic and systematic approach
- Improve and develop the opportunity for positive partnerships with the whole school community including key transition and parent workshops.
- Improve and develop school systems and policy for school attendance, Health and Safety, Sport and Physical Activity, Learning Support Team, Antibullying and Out Of Zone procedures.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Casual days to prepare and hold PLP meetings – 3 days.</p> <p>A special afternoon tea and cultural assembly were held at the end of the year.</p> <p>Teacher release to support Aboriginal students during rehearsals for Gulang Fest – 2 casual days.</p> <p>\$9,023 – RAM equity loadings</p>	<p>PLP meetings were timetabled mid-way through Term 1 resulting in the implementation of learning pathways for all Aboriginal students based upon their individual needs and goals. Cultural celebrations such as NAIDOC and Reconciliation Week were a highlight of this year's activities providing all students with the opportunity to engage with Aboriginal culture and traditions. Students participated in Gulang Fest with a number of Aboriginal students successfully submitting art works during this cultural event. Aboriginal traditions and recognition incorporated in weekly assemblies with Aboriginal students delivering the 'Acknowledgement of Country' at every gathering. Ongoing school representation at, and participation in, Kuriwa Local AECG initiatives, including parent representation during cultural activities. Work on the Bush Tucker garden and Yarning Circle commenced utilising funding from the Eco Schools Grant. Renowned Aboriginal artist, Brett Parker commenced work on the Aboriginal mural as part of this project.</p>
<b>English language proficiency</b>	\$5,626 – RAM equity loadings (English Language Proficiency)	<p>Significant cultural events are celebrated in partnership with Aboriginal and EAD/L students and their families including Harmony Day. Staff improved links with EAD/L students and their families and developed cultural connectedness and partnerships to enhance student learning outcomes. This has been evidenced by the review of staff documentation (teaching / learning programs). All EAD/L and Aboriginal students and their families were provided with opportunities to engage with cultural programs with satisfaction levels being monitored through annual surveys, including staff, students and parents. Additional SLSO support was provided for EAD/L students with a focus on literacy and numeracy acquisition.</p>
<b>Low level adjustment for disability</b>	<p>\$65,591 – Literacy and Numeracy Intervention (FTE – 0..630)</p> <p>\$62,468 – Learning and Support Teacher (LaST – FTE 0.6) )</p> <p>\$9,000 – SES funding.</p> <p>\$24,164 – additional LaST / SLSO flexible funding</p>	<p>Additional Learning and Support Teacher (LaST) was employed to support students with additional learning needs for literacy and numeracy. Literacy and Numeracy Intervention funding was utilised to employ a casual teacher and supplement SLSO funding. Successfully applied for short-term emergency funding support to supplement school funds.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$59,449 – staffing allocation (FTE – 0.571).	<p>School executive were released to provide additional support through mentoring, classroom observation, stage planning day and for the monitoring of Personal Development Plans (PDP). 100% of staff successfully completing their PDPs through facilitated discussions led by stage supervisors. Class teachers were provided</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$59,449 – staffing allocation (FTE – 0.571).	with additional release to organise, implement and review key school initiatives (e.g. band, school carnivals, Harmony Day, BYOD, student wellbeing: PBL). Executive staff were released one day each week to complete the Annual Report and school planning process. This involved rigorous evaluation of milestones and planning for the new School Plan (2018–2020). All staff were involved in a whole-school information session to the parent community where the new School Plan (2018–2020) was presented in digital form.
<b>Socio-economic background</b>	\$8,504 – RAM Equity Funding	School leadership team led stage planning days and mentoring sessions. Teachers engaged in consistent teacher judgement and curriculum planning . An emphasis upon literacy and numeracy, PLAN and SMART data analysis and differentiated learning were embedded in these professional learning opportunities. Student assistance was provided for families requiring financial support.

# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	157	162	165	167
Girls	181	177	176	166

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	96.1	94.3	94.7
1	94.4	95	93.1	94.4
2	95.4	94.3	94.9	93.1
3	95.5	94.1	93.6	95.6
4	94.4	93.6	93.8	92.5
5	94.7	91.4	95.3	92.5
6	93.7	94.7	92.6	92.6
All Years	94.9	94.2	94	93.7
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

Student attendance remained consistent over 2018 with the rate above state average over the last four years.

Information on supporting attendance was included in newsletters with ideas for parents encouraging attendance. Student attendance was closely monitored using recommended DoE procedures. Strategies included regular roll checks, regular contact with parents and students with an absence within two days. Students whose attendance was causing concern were referred to the School Learning Support Team and referrals made to the Home School Liaison Officer (HSLO). Individual attendance improvement plans were negotiated with the Principal, parent and HSLO and

review meetings held. The importance of regular attendance at school were regularly communicated to the school community. Attendance monitoring procedures and policies were continually being reviewed with updated information being provided to staff.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.76
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

Erina Heights Public school has one teacher identified as Aboriginal. Erina Heights participates and engages in a close and collaborative partnership and relationship with our local Aboriginal Consultative Group Kurriwa.

### 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

Professional learning (PL) undertaken this year was linked to NSW DoE and school priorities, teacher identified and career development learning goals and compliance and policy training. In 2018, mandatory Work Health and Safety (WHS) compliance training included Child Protection, Corruption and Prevention, CPR and Anaphylaxis and Code of Conduct ensuring that staff, students and parents were engaged in a school where personal and collective wellbeing was at the forefront of school planning and policy. A particular emphasis was placed upon Diabetes, Asthma and Epilepsy training and associated health care procedures. A number of teaching staff, including three student support learning officers, undertook face-to-

face PL with Diabetes NSW.

All staff participated in five School Development Days undertaking intensive training which aligned to their Personal Development Plans and the school's three strategic directions. These professional learning opportunities included workshops on PBL, Focus on Reading, school planning and milestones, coding and robotics, differentiated learning and trauma education. Staff participated in meetings and planning days with an emphasis upon mathematics, where teams of staff reviewed and updated units of work, developed quality assessment task and modified scope and sequences with a clear line of sight to the current syllabus documents. This was done in consultation with DoE Educational Services after a thorough analysis of external and internal data.

The staff participated in a combined SDD within the Terrigal Learning Alliance (TLA) providing aspiring leaders within our school the opportunity for collaborative planning and distributive leadership. Our keynote speaker, Dr. William DeJean (founder of Unleash Learning) provided staff with an insight into a unique approach to teaching and learning that helps boost student engagement and creates consistent and effective teaching for every student in every classroom. Staff were given some practical ways on how to boost student engagement, maximise student learning, support educators' effectiveness and promote social inclusivity in all classrooms by inspiring the entire school to focus on student engagement and achievement.

This year the school priorities continued to be high quality core instruction for all learners, differentiation through evidence-based interventions for students not meeting expectations, including the use of data to drive pedagogical change, individualised interventions for students with additional learning needs and mental health issues and optimise the social and emotional capabilities required to be a happy, successful life-long learners. The ongoing implementation, monitoring and review of the school's strategic directions and milestones by school-based teams was central to the school's professional learning strategy.

The total spent for professional learning at the end of December 2018 was \$20,030. These funds are allocated to the school as a tied grant and equate to an average expenditure of over \$812 per teacher, including School Administrative and Support Staff.

Three (3) permanent members of staff completed their Accreditation for Proficient Teacher in 2018.

	<b>2018 Actual (\$)</b>
<b>Opening Balance</b>	169,941
<b>Revenue</b>	2,907,861
Appropriation	2,747,215
Sale of Goods and Services	2,014
Grants and Contributions	156,550
Gain and Loss	0
Other Revenue	0
Investment Income	2,081
<b>Expenses</b>	-2,803,048
Recurrent Expenses	-2,803,048
Employee Related	-2,490,826
Operating Expenses	-312,222
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	104,812
<b>Balance Carried Forward</b>	274,753

The balanced carried forwarded into 2019 has been allocated to school assets and infrastructure works. The surplus from 2018 will be expensed early 2019 in the areas of whole school planning and evaluation, ICT and improving the school presentation.

A full copy of the school's financial statement is tabled at the annual general meeting of the Erina Heights Public School Parents and Citizen's Association. Further details concerning the statement can be obtained by contacting the school.

## Financial summary equity funding

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

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Base Total</b>	2,421,044
Base Per Capita	65,939
Base Location	0
Other Base	2,355,106
<b>Equity Total</b>	109,784
Equity Aboriginal	9,023
Equity Socio economic	8,504
Equity Language	5,626
Equity Disability	86,632
<b>Targeted Total</b>	41,191
<b>Other Total</b>	127,601
<b>Grand Total</b>	2,699,621

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

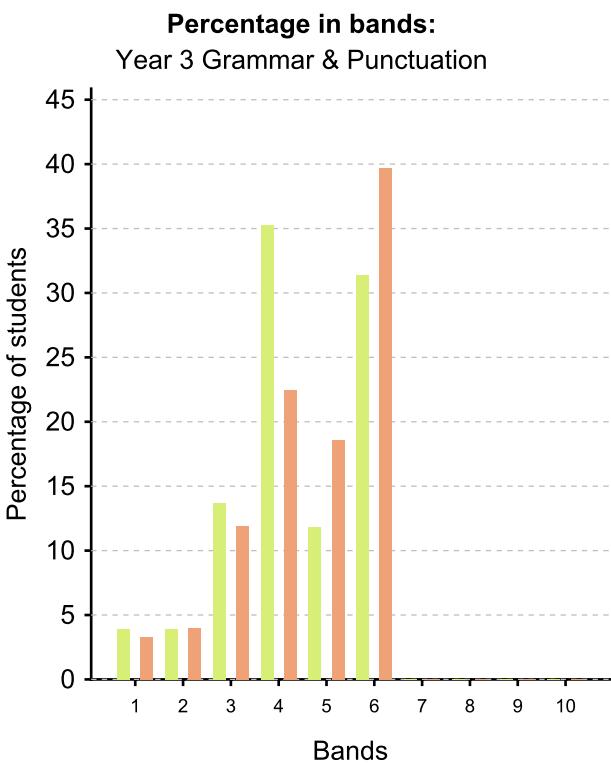
### NAPLAN

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.

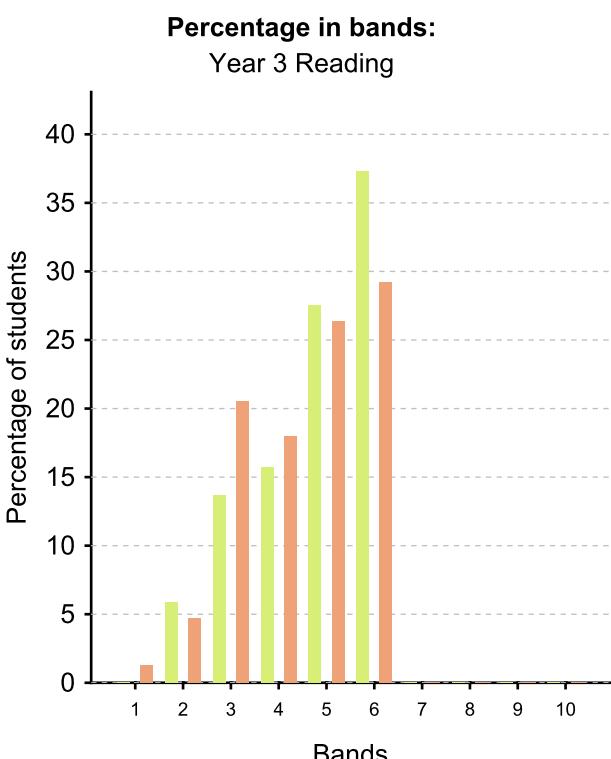
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Year Three demonstrated strong performance in reading, grammar and punctuation and spelling. An area for improvement writing. Year Three numeracy has improved performance compared to previous years.

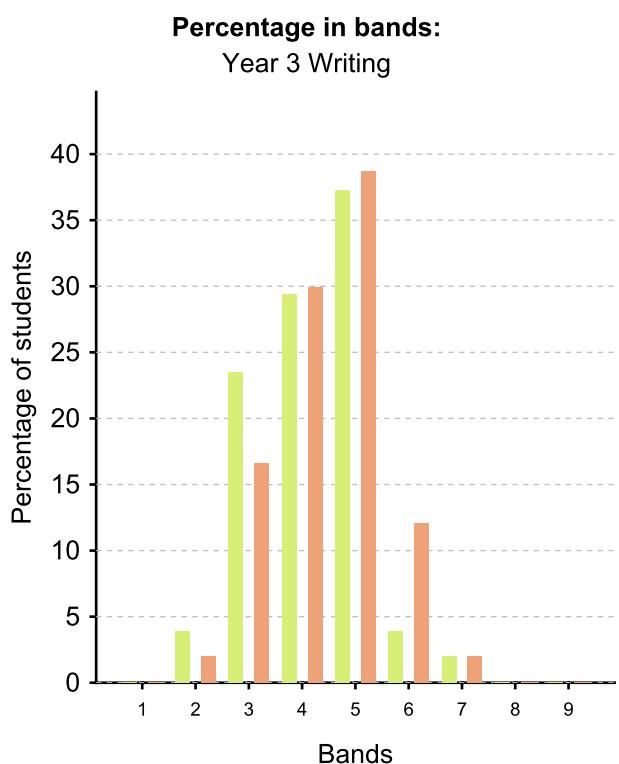
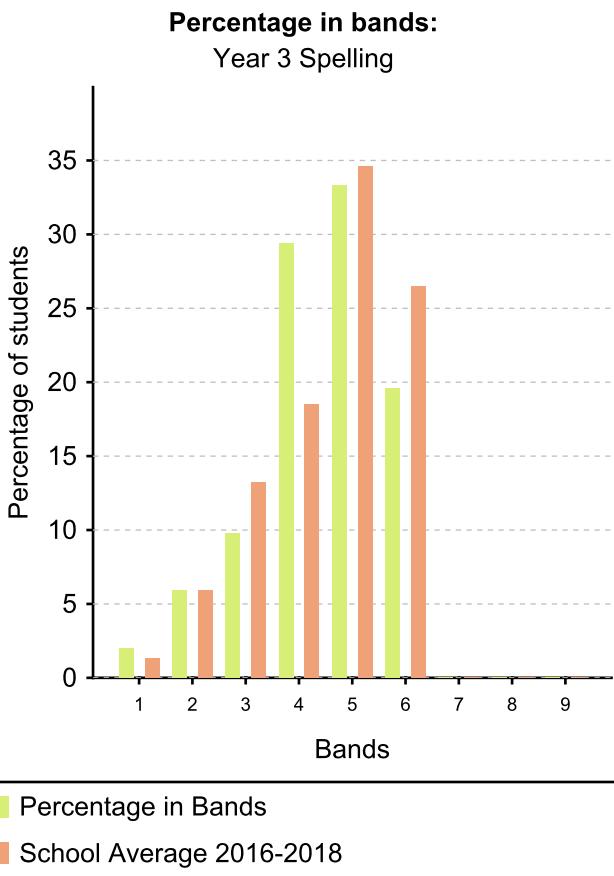


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	3.9	3.9	13.7	35.3	11.8	31.4	0.0	0.0	0.0	0.0
School avg 2016-2018	3.3	4.0	11.9	22.5	18.6	39.7	0.0	0.0	0.0	0.0



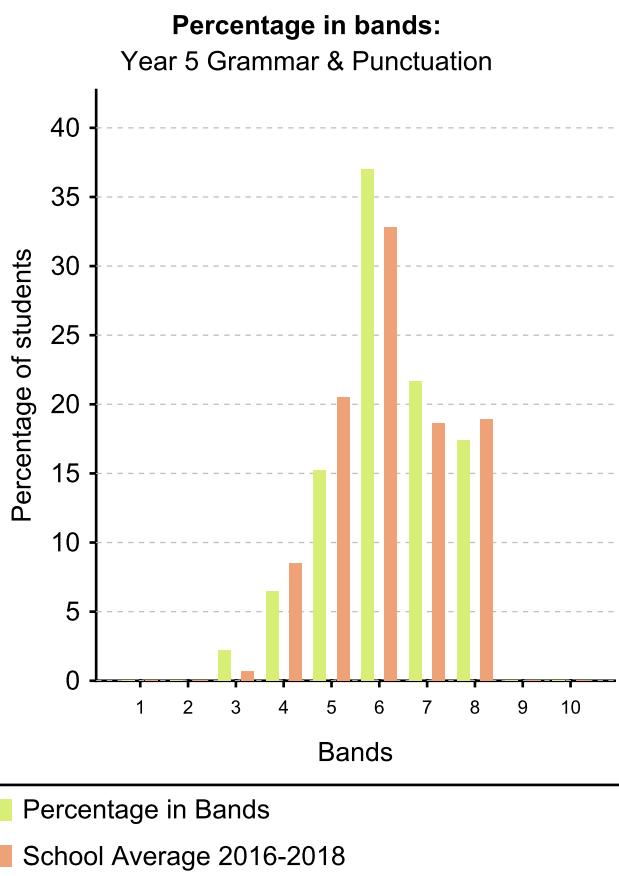
Band	Percentage in Bands	School Average 2016-2018
1	0	1
2	6	5
3	14	20
4	16	18
5	27	26
6	37	29
7	0	0
8	0	0
9	0	0
10	0	0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	5.9	13.7	15.7	27.5	37.3	0.0	0.0	0.0	0.0
School avg 2016-2018	1.3	4.7	20.5	18.0	26.4	29.2	0.0	0.0	0.0	0.0

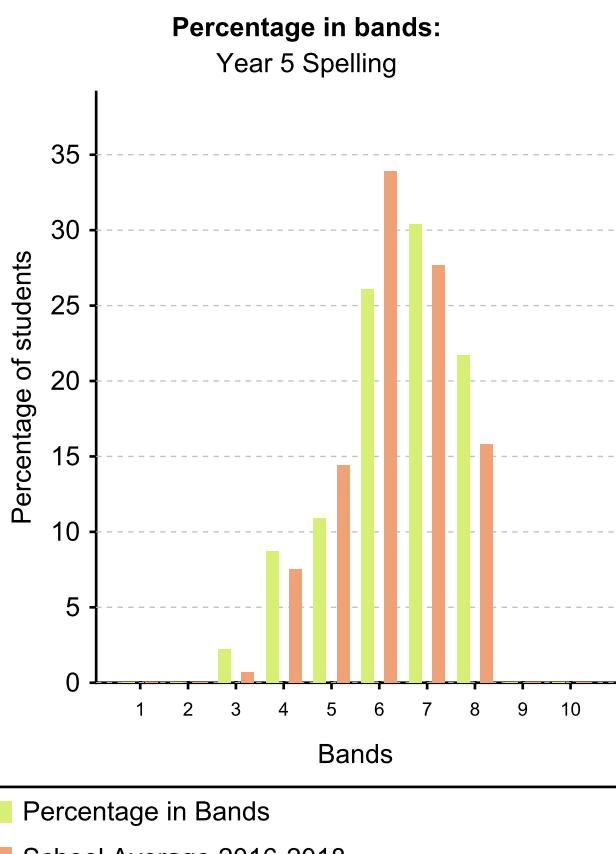
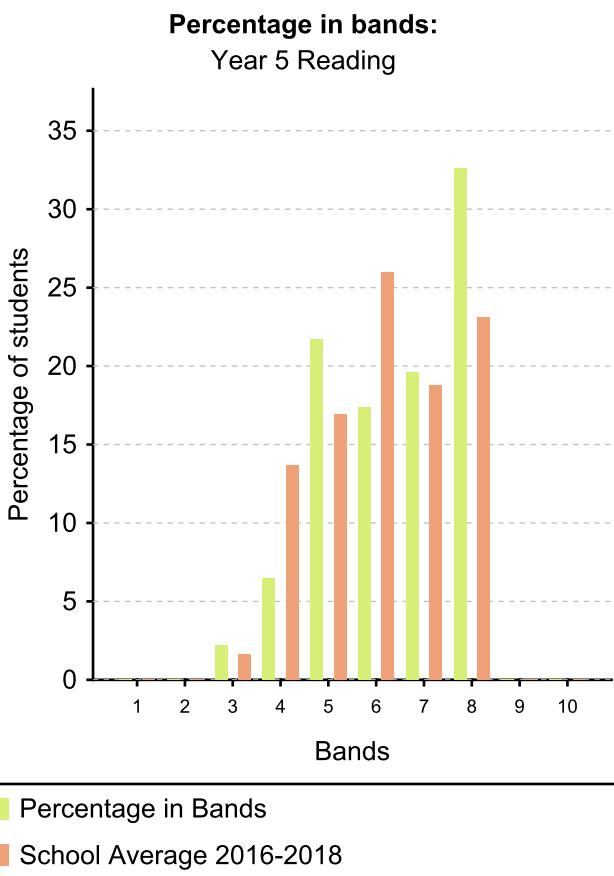


Band	1	2	3	4	5	6	7	8	9
Percentage of students	0.0	3.9	23.5	29.4	37.3	3.9	2.0	0.0	0.0
School avg 2016-2018	0.0	2.0	16.6	29.9	38.7	12.1	2.0	0.0	0.0

Band	1	2	3	4	5	6	7	8	9
Percentage of students	2.0	5.9	9.8	29.4	33.3	19.6	0.0	0.0	0.0
School avg 2016-2018	1.3	5.9	13.2	18.5	34.6	26.5	0.0	0.0	0.0

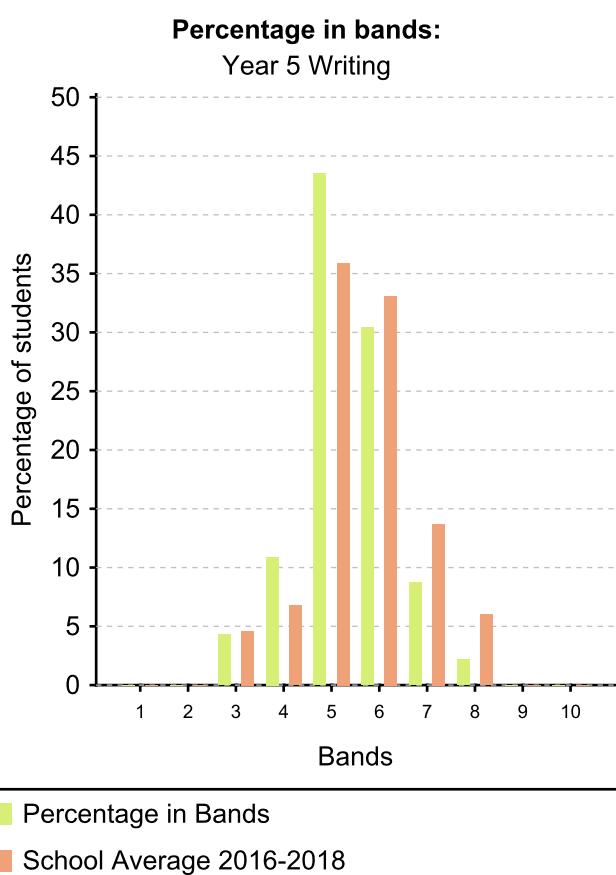


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.2	6.5	15.2	37.0	21.7	17.4	0.0	0.0
School avg 2016-2018	0.0	0.0	0.7	8.5	20.5	32.8	18.6	18.9	0.0	0.0



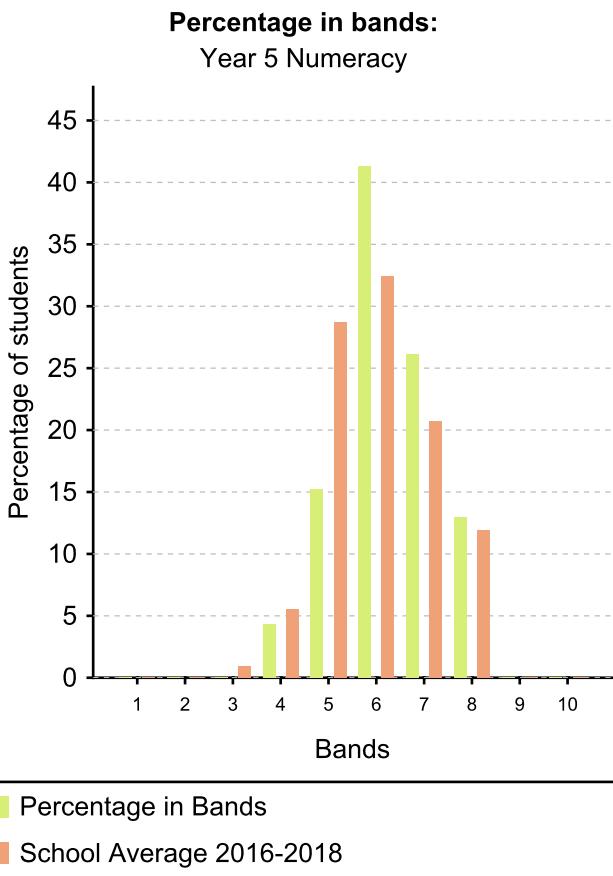
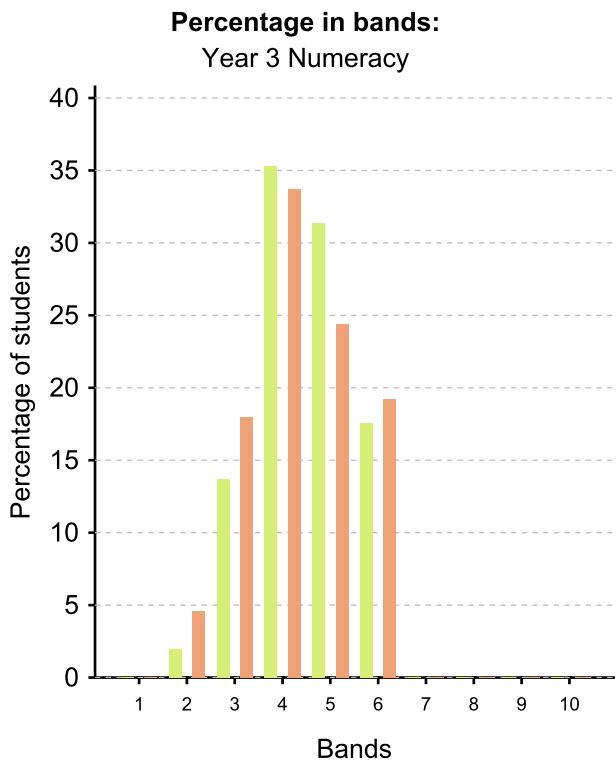
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.2	8.7	10.9	26.1	30.4	21.7	0.0	0.0
School avg 2016-2018	0.0	0.0	0.7	7.5	14.4	33.9	27.7	15.8	0.0	0.0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.2	6.5	21.7	17.4	19.6	32.6	0.0	0.0
School avg 2016-2018	0.0	0.0	1.6	13.7	16.9	26.0	18.8	23.1	0.0	0.0



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	4.3	10.9	43.5	30.4	8.7	2.2	0.0	0.0
School avg 2016-2018	0.0	0.0	4.6	6.8	35.9	33.1	13.7	6.0	0.0	0.0

Year Five demonstrated strong performance in reading and spelling. Areas for improvement are punctuation and spelling and writing. Year Five numeracy has improved performance compared to previous years.



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	4.3	15.2	41.3	26.1	13.0	0.0	0.0
School avg 2016-2018	0.0	0.0	0.9	5.5	28.7	32.4	20.7	11.9	0.0	0.0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	2.0	13.7	35.3	31.4	17.6	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	4.6	18.0	33.7	24.4	19.2	0.0	0.0	0.0	0.0

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.>

The Premiers targets for 2018 average percentage in the top two bands for reading and numeracy is 51.55%. This is an improvement of 13% on 2018 from 41.59% and 15% improvement on 2017 from 38.07%.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018, the school sought these opinions through the distribution of surveys, parent meetings and staff meetings. The school has been involved in an ongoing self-evaluation process allowing the school community the opportunity to reflect upon the school's strengths and weaknesses in relation to school satisfaction and the school's three strategic directions.

Of the 31 families who completed the online survey, 74.1% identified as having children in K–2 and 74.3% had children in 3–6. This data provides the school leadership team with a balanced view of parental and community satisfaction levels based upon the proportion of parents who have students across a number of grades. 3.2% of the parents identified as being Aboriginal or Torres Strait Islander, and 3.2% also indicated that they originated from a language background other than English

As a school we sought feedback from the parent community on communication and which were the most effective modes and evaluated parental involvement in school programs such as P&C, in-class programs and canteen. The following results were evident:

93.5% of the parents indicated that they use the newsletter as the main source of school information

38.7% indicated that they had accessed the school website over a 4-week period and 77.4% had utilised the school app over the past month.

48% of parents surveyed indicated that they assisted with the K–2 home reading program and a further 8% supported in class as a parent helper during reading

groups and/or maths groups.

Whilst over 93.5% of respondents 'Strongly Agree', and / or 'Agree', that the school provides effective channels of communication between parents and their child's class teacher – this represents more than a 30% increase from data collected in 2017. Although, one respondent felt that their child's teacher did not respond to parental enquiries in a timely manner, the majority of parents felt that their child's class teacher demonstrated effective and open channels of communication (98.6% 'Strongly Agree' or 'Agree' with this statement).

We surveyed parents to ascertain how well our School Plan (2018–2020), including the school's vision statement was communicated to the parent community. In 2018, 74.2% of parents indicated they were aware of the school's vision statement which was a significant increase from the previous year (32% increase) and 77.4% were aware that the school's educational programs and resources were aligned to a school plan – an increase of 34.4% as compared to 2017. This was thanks largely to the whole-school presentation that took place during our Parent / Teacher Information sessions and regular communication through the school newsletter and website.

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

93.5% of parents 'Strongly Agree' and 'Agree' that the school actively encourages their child to achieve their personal best, with a further 87.1% of parents indicating that the child's learning environment was both engaging and flexible. However, approximately half of parental responses (48.4%) did not know or 'Disagree' that the school provided adequate enrichment opportunities for their children.

Some parents commented that the students' SMART goals needed to be better communicated with the parent community so that they could work collaboratively with the school on achieving their personal best.

Whilst 67.7% of parents indicated that their child demonstrates resilience and can 'bounce back' from negative setbacks 29% of parents 'Disagree' with this statement. Further initiatives that build upon the students' ability to deal with negative experiences will remain part of the school's strategic planning.

Statistics indicated 77.4% of parents 'Strongly Agree' and 'Agree' that the school actively promotes diversity, with 54.8% agreeing that the school provided genuine opportunities for Aboriginal students and their families to engage with the school – a further 45.2% indicated that they did not know. Improved communication through the school newsletter and website of cultural celebrations and activities will continue to be a focus for the school's Aboriginal Education committee.

Parent responses also indicated that just 51.6% of families 'Agree' that the Student Wellbeing Policy supported their child's social and emotional growth and

development as compared to 45.2% who weren't sure or did not agree. 32.3% indicated that school discipline and student behaviour management systems were not fair, nor effective, suggesting that the Class Dojo system favoured those students who misbehaved and were being rewarded to minimise disruptive behaviour.

87.1% of respondents believe that school reports and parent teacher interviews provide valuable feedback about their child's progress, including 93.5% of parents indicating that they felt welcomed and were encouraged to be part of the school.

A vast majority of parents indicated that the poor condition of the backfield and the lack of playground equipment for the 3–6 students was a high priority for the school moving forward. Talks are already underway with Schools Infrastructure and the Member for Terrigal to rectify this situation.

80.6% of parents felt the school had a positive image with 93.5% indicating that they were proud to be a part of Erina Heights Public School community.

Overall 72 students (K–6) participated in the annual survey which represents 21% of the student population. 41.7% of students were from infants and the remaining 58.3% from the primary grades. Some of the key findings from students include:

4.2% of students surveyed identified as Aboriginal or Torres Strait Islander and 13.9% were from a language background other than English.

Over 95% of students indicated that they were encouraged to achieve their personal best with 94.4% of students saying that their teachers provide them with extra support if they are having trouble with their learning.

Although most students indicated (81.9%) that they had a variety of technology and resources to support their learning, quite a few students commented that they would like greater access to computers and iPads in their classroom. Less than a third of the students use Mathletics and Reading Eggs regularly at school and at home.

94.4% of students felt that their teachers had high expectations for their learning with 27.8% of respondents indicating that English and Maths were not necessarily the most important subjects at school.

In relation to Student Wellbeing, 30.6% of students surveyed 'Strongly Agree' that they were resilient and could 'bounce back' from negative setbacks. 83.3% of student 'Strongly Agree' or 'Agree' that the teachers help them if they are being bullied. A continued focus on anti-bullying strategies will remain part of the school's ongoing PDHPE and PBL program. The school will continue to participate in Harmony Day and the National Day of Action Against Bullying to support those students experiencing bullying reinforcing the message that 'Everyone Belongs'.

The 'Hoot' reward system continues to be a successful tool for promoting and celebrating positive behaviours

with more than 91% of students indicating that they value this reward system.

Similar statistics reveal that over 90% feel that they display positive behaviour at school and that the school's rules and discipline policy are fair and meaningful.

97.2% of students believe that Erina Heights Public School celebrates special occasions, which provide Aboriginal students with the opportunity to connect with their culture, however, a small number of students (15.3%) indicated that non-Aboriginal students needed to be provided with greater opportunity to learn about Aboriginal culture and history. The installation of the Yarning Circle and the purchase of additional resources to support staff embed Aboriginal perspectives across the curriculum continue to be part of the school's strategic planning.

A number of students also indicated that they would like to see the backfield upgraded with increased playground equipment being installed for the students to use. It is wonderful to see that the overwhelming majority of students surveyed (91.7%) are proud to be a part of the Erina Heights Public School.

The School Leadership Team also surveyed the staff and sort their opinions about our three (3) Strategic Directions – *Quality Teaching and Learning, Wellbeing and Quality Systems*. Overall, 17 staff completed the annual survey. A summary of their results are as follows:

46% of staff surveyed have been working at the school between one and six years with a further 30% of staff have between seven and twenty-two years of experience at Erina Heights Public School.

Whilst 100% of staff indicated that they provided innovative and challenging programs for their students, a number of staff felt that the school was poorly resourced to support the effective use of Information Communication Technology and successfully embed coding and digital technologies into their daily teaching and learning cycle. Ongoing Wi-Fi issues and a lack of professional development in these areas are impeding the school's improvement in this area. Just over 58% of staff utilise the online resources Mathletics and Reading Eggs as part of their literacy and numeracy program.

Some staff feel that the ongoing changes to data collection platforms, such as SCOUT and PLAN2, have impacted upon their opportunity to use data to inform best practice. Further professional learning in this area may improve the staff's confidence and ability to use these platforms as a means for assessing, tracking and reviewing student achievement and growth.

In relation to student wellbeing, the staff indicated that 50% of our students were resilient learners and were able to manage setbacks in their learning. Some respondents felt that the school needed to do more in educating the parent community about resilience, so that a common language was being used at home as well as at school.

All staff reported that they explicitly taught the school's core values using praise-based systems to acknowledge and celebrate student achievements and efforts. However, only 24% of staff said they actively use trauma-informed practices to support the social and emotional development of our students. Further professional learning is required in this area.

Teacher responses indicate that school discipline and student management is fair, a more clearly defined list of behavioural expectations is required so students know what the consequences are for inappropriate behaviours. Improved communication with the parent community through PBL workshops will enhance the school's core values and behaviour expectations.

In relation to School Leadership and Quality Systems the staff indicated that they have effective channels of communication with their students and their parents. Whilst Class Dojo is used as one channel of communication with the students and their parents, some staff indicated that the time spent in responding to the parents' questions is time consuming and may lead to miscommunication in comparison with a face-to-face conversation.

88.2% of staff indicated that the school's reporting system is effective and that the parents of students in their class are actively engaged in the life of the school.

Whilst all staff are proud to be a part of EHPS, a number of staff (23.5%) don't believe our school has a positive image in the broader community. However, 100% of staff 'Strongly Agree' or 'Agree' that our school is inclusive and welcoming.

## Policy requirements

### Aboriginal education

Erina Heights Public School maintains a strong focus on the presence of Australia's Aboriginal culture within our school with continued representation at the Kuriwa Local AECG meetings and participation in cross-school initiatives. We aim to promote growth for our Aboriginal students, focusing on the whole child and to develop and encourage an understanding, awareness and appreciation of the Aboriginal culture. Aboriginal perspectives were embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues. Data collected from our staff surveys indicate that our teachers would like to participate in professional learning so we can strengthen these links for our Aboriginal and non-Aboriginal students.

In 2018, we continued our emphasis on creating Personalised Learning Pathways (PLP) for all Aboriginal and Torres Strait Islander students, with plans being completed in consultation with the students and their families. All PLPs identified learning goals in the areas of Literacy, Numeracy, Social, Behavioural, Attendance and Leadership. PLPs were regularly monitored, evaluated and modified by class teachers to reflect the changing needs and ongoing progress of

each student each semester. This process concluded with a celebration of achievement in Term 4 for our Aboriginal students and recognition at a school level, inviting Aboriginal families to our school for a special assembly and afternoon tea where our Aboriginal students performed a traditional Aboriginal dance for the school community. Our students were well supported by some students from our partner High School, Terrigal High School, and two of their staff, Uncle Bruce and Mr Threw.

We targeted NAIDOC Week as a key avenue to achieve our goals of cultural education, providing connections for all students to participate in, and develop, an awareness of and appreciation for Aboriginal Australia. This year's theme, 'Because Of Her, We Can!' was supported by a visiting performance by Koomurri. The students and staff thoroughly enjoyed participating in enrichment workshops and learning about Aboriginal dance, music, bush tucker, Aboriginal tools, weapons and crafts. The day concluded with a traditional smoking ceremony and special assembly where students from Chittaway Bay PS presented our school with the Kuriwa AECG message stick.

Work commenced on the much-anticipated Bush Tucker garden and Yarning Circle having obtained funds through the Eco's Schools Grant in 2017. The entire school community was a buzz of excitement when the Native 'Learnscape' started to take shape with the foundations for the Yarning Circle being laid and the Aboriginal mural painted by Aboriginal artist, Brett Parker (Billyara Aboriginal Art). We eagerly await for this project to be completed at the beginning of 2019 now that it has been approved by Schools Infrastructure.

Gulang Fest was another initiative that our school participated in, collaborating with the Terrigal Learning Alliance and the broader Tuggerah Lakes Learning Community to support Aboriginal students across many local primary schools and high schools. The Gulang Fest provided our students with the opportunity to engage with, and develop an appreciation for, Aboriginal culture through art, music and dance, with several students entering an Aboriginal art competition to showcase their knowledge and skills at Bay Village Shopping Centre. Our K-6 Aboriginal dance group did an amazing job during their performance entitled 'Black Smoke'. We celebrated many achievements with our Aboriginal students and their families at this award ceremony. Erina Heights Public School Year 6 Aboriginal student was awarded the *Stan Ralph Scholarship* at the Kurriwa AECG awards ceremony.

Our Stage 2 students attended an excursion organised by the Rumbalara Environmental Education Centre in Term 4. Students learnt about local Aboriginal culture, bush medicines and the connection Indigenous Australians have with the land culminating in a bushwalk through Brisbane Water National Park and a visit to Bulgandry and Girrakool to observe ancient Aboriginal rock engravings and participate in traditional Aboriginal games. All students were given the opportunity to participate in the 'Great Book Swap' to raise money and awareness for the Indigenous Literacy Foundation, providing much needed funds and literacy

programs to remote communities.

Financial allocations were applied to these cultural initiatives by providing teachers with additional resources and release time to complete planning and allow for consistent teacher judgement when developing Personalised Learning Plans for Aboriginal students. This was also supported by providing the school's Aboriginal contact person with time to organise, implement and review significant cultural events in our school.

## Multicultural and anti-racism education

Our school maintains a focus on multicultural education by providing perspectives in curriculum areas that develop the knowledge, skills and attitudes for a culturally diverse society. The school has a trained anti-racism officer (ARCO) who deals with any incidents of racism or discrimination. In our school, students are encouraged to develop attitudes of respect and inclusiveness.

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

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

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

Several students represented Erina Heights Public School at the Multicultural Public Speaking Competition in 2018 performing admirably within this framework before presenting their speeches to our school community during Education Week celebrations.

A key focus for our school in 2018 centred around Harmony Day and activities which promoted an increased awareness, respect and appreciation for the diversity within our community, within Australia and throughout our world. This event saw our students raise

their understandings through buddy-class activities culminating in a special assembly where each class had the opportunity to share their wonderful creations, share their stories and display their artworks. It was fantastic to see so many staff and students dressed in orange, working collaboratively as respectful and responsible learners.