

Edgeworth Public School

Annual Report



2018



3564

Introduction

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

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

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Message from the Principal

2018 was a wonderful year for our students at Edgeworth Public School. In my first year we have achieved a great deal to strengthen and enhance what we do as a school and the potential that we can achieve. The school has collaboratively developed our new school vision as the backbone of all the we do. "Edgeworth PS is committed to fostering citizens of the future in a supportive and stimulating learning environment ensuring all students are able to Connect, Succeed and Thrive across all aspects of their educational journey. At Edgeworth PS we Connect, Succeed and Thrive with a 'Desire to do Well' in all that we do.

The hard word and commitment of our teachers, leaderships and support staff coupled with the partnership of our parents and community allowed us to deliver and implement a broad range of unique and outstanding learning opportunities for our students. High expectations and achievements, enhanced by holistic wellbeing programs and equitable distribution of school resources allowed our students to develop their confidence and improve in their learning. Our exceptional academic, sporting, cultural and creative and practical arts programs are delivered through a rich and diverse curriculum by passionate educators.

Our student leadership positions (School Leaders, Sports Leaders, SRC reps, Eco-Warriors, Tech Team, Peer Support) have strengthened our strong school spirit and community connections. Student voice has played a crucial role in bringing about change to the way we organise and structure our values of respect, responsibility and learning excellence.

Students at Edgeworth Public School are supported by outstanding teams including: Learning and Support team (LST) , Stage leadership, PBL (positive behaviour for Learning), Extra Curriculum teams– who have developed policies, procedures and practices to assist with the identification of students experiencing learning challenges, social and behavioural needs, talents and skills beyond the classroom and much more. These teams works closely with classroom teachers to enhance learning opportunities so that all students and their learning needs are catered for.

I sincerely thank all members of Edgeworth Public School for their efforts and support of our students and their learning. Our school community have purposefully worked alongside teachers to achieve wonderful learning for our students throughout 2018.

School background

School vision statement

Edgeworth PS is committed to fostering citizens of the future in a supportive and stimulating learning environment ensuring students are able to **connect, succeed and thrive** across all aspects of their educational journey.

At Edgeworth PS we Connect, Succeed and Thrive with a 'Desire to do Well' in all that we do.

School context

Edgeworth Public School is a large primary school with an on site DoE preschool. 620 students are enrolled, supporting the Edgeworth and Cameron Park community. The school acknowledges the Traditional Custodians of the Land on which the school is built on—The Awabakal People. Edgeworth PS includes: 580 students K–6, 40 part-time (0.5) preschool students, 95 Aboriginal & Torres Strait Islander (ATSI) students (16%) and 35 students with English as an Additional Language (EALD) (3%). There are 50 teaching staff, ranging from new graduates to more experienced staff, 11 ancillary and support staff working together to strengthen student outcomes. A genuine partnership with P & C ensures the school is well positioned in supporting quality outcomes for our students.

Edgeworth PS receives School Based Allocation Resource (SBAR) funds for Aboriginal and socio-economic backgrounds, English language proficiency and low level adjustment for disability, teacher mentor (QTSS) and support for beginning teachers. Utilising this funding—Edgeworth PS offers a range of academic, cultural and sporting programs to ensure the school is equipped for future-focused learning opportunities. Significant whole school programs include: Targeted Literacy & Numeracy Leadership, Future-Focused Learning opportunities, quality explicit classroom teaching practices, targeted wellbeing intervention (including Positive Behaviour for Learning—PBL), Cultural Connection initiatives, debating, public speaking and various PSSA sporting teams.

Positive links are established with the Innovation, Inspiration, Learning Alliance (IILA) which is a collaboration of local public schools including Glendale Technology HS. Strong links with key community partners include: Aboriginal Education Consultative Group (Kumaridha Local AECG), The University of Newcastle, First National Real Estate—Lake Macquarie, Edgeworth Shopping Centre, Edgeworth Community Services and Edgeworth sporting clubs.

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.

In 2018, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The staff at Edgeworth Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated throughout the year to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the expectations identified in the Framework. This provided an important overview to ensure our improvement efforts aligned with these high level expectations.

The results of this process indicated that in the domain of Learning Edgeworth Public School's on-balance judgement for the elements: Learning Culture, Wellbeing, Curriculum and Assessment is delivering. With regards to Student Performance measures there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. In the area of Assessment and Reporting, the school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Teacher reflections contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. The school is actively reviewing and embedding Student Performance Measures to enable for strong student growth and achievement in top two bands across reading, writing and numeracy.

In the domain of Teaching, Edgeworth Public School's on-balance judgement across all elements is delivering. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers utilise timely feedback to students on how to improve. The school incorporates data analysis in their planning that incorporates collaboration within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. The school is initiating explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Edgeworth Public School's systems and processes embed professional standards with students at the centre of all our decision making.

In the domain of Leading, Edgeworth Public School's on-balance judgement for Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes we are Delivering. Staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognized responsive by its community as a result of its effective engagement with members of the local community such as parents, families and external agencies. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes. The school uses evidence-based strategy and innovative thinking in designing a school plan. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school uses collaborative feedback and reflection to promote and generate learning and innovation. Longer-term financial planning is integrated with school planning and implementation processes. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self-assessment and the external validation 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

CONNECT

Purpose

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design and assessment & reporting. To strengthen learning experiences where every student is known, valued, cared for and has a sense of belonging.

Overall summary of progress

Teacher professional learning in explicit teaching–learning & assessment practices was delivered to all staff– with evaluative processes linked to Teaching standards and inquiry models. School continues to improve in all internal and external evaluation measures. The school utilised Equity Funding to employ additional teachers, purchase resources and support teacher professional learning. Instructional Leaders completed a thorough overview of students' growth and targets. From this, students across all stages have been identified for Intervention in 2019.

Strengthening of PBL team roles & responsibilities together with implementation of targeted wellbeing initiatives saw improved data across all school settings (classroom, playground). Student led conferences were also implemented across Years 1 – 6. This provided students with an opportunity to take ownership over their learning, self–reflect and articulate to their parents where and how they could improve.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All stakeholders have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 93.0% (3yr average), to meet or exceed the state average for attendance.	Utilisation of funding from a variety of sources including staffing entitlement, Equity loadings and School Operational Funding	Schools attendance 2018 was 92.75%. Attendance of on a 3year average stayed at 93%.
In the TTFM survey students at Edgeworth equal or better the state average in aspects of Expectation for Success, Positive Learning climate, Rigour and Effort.	TTFM was run as a part of our normal RFF timetable	2018 TTFM survey data show slight increases in aspects of focus with Expectations of success meeting state average. Positive Learning and Rigour and Effort maintained slightly below state average

Next Steps

- Staff to continue to strengthen differentiated curriculum delivery to support all students learning and wellbeing (including GATS).
- Staff to strengthen Learning Intentions and Success Criteria in 2019–with mentors being employed to work with new teachers. Evidence of visible learning will be apparent in all classes across the school. Feedback will be used to develop skills in self regulation. Staff will collaborate on lessons and have the opportunity to observe each other. Changes to QTSS allocated time to support collaboration and professional standards (including data to inform practice – knowing how & why student learn). Timetables will accommodate all grade staff to be off together to plan and assess.
- Complete existing projects that are in place for the improvement of learning environments within the school and commence planning for ongoing upgrades to the school and additional ICT inclusions.
- Continue to maintain a positive and welcoming feeling throughout the school community and further our effective use of a broad range of electronic platforms to maintain strong communication links.
- Attendance will continue to be monitored on a daily basis. Innovation will be applied to improve and enhance current student attendance rates.

Strategic Direction 2

SUCCEED

Purpose

To embed high expectations and a positive school culture that reinforces strong collaboration with all stakeholders. Ensuring our students lead successful lives with a strong sense of identity and civic responsibility.

Overall summary of progress

The school is committed to building a culture of high expectations relationships and strong collaboration among the whole school community. The school utilised executive and experienced teachers to embed mentoring practices and opportunities to work shoulder to shoulder in classrooms. Collaborative practices have resulted in improved consistency in teaching, assessing, reporting. The Performance and Development Plan and beginning teacher mentoring processes ensured that teachers were supported in their professional growth, aspirations and accreditation.

There has been a focus on developing teacher capacity to provide students with quality feedback to ensure students have a clear understanding around learning intentions and success criteria so that they can set clear goals around their learning progressions. A targeted approach to gathering and collaboratively analysing student achievement data has ensured teachers have felt supported in their reflections on student achievement and planning for the where to next. This school wide collective responsibility for student learning and success is resulting in improved data driven, differentiated programming.

The school was Identified for external validation in 2018 which resulted in targeted discussions and judgements about school practices and the evidence that underpin it. Embedding effective self-assessment practices resulted in the school identifying and annotating significant pieces of evidence for submission to the validation panel to ,map the school against the School Excellence Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving in the top two NAPLAN bands (proficiency) in line with the Premier's Priorities.	Utilisation of Equity staffing (1.7)and Targeted Instructional leader.	In line with our School Plan target of an increase of students achieving in the top 2 bands, in 2018 there was an increase from 21.2% to 24.8% for reading and numeracy.
Teacher observations identify that classroom practice is flexible, reflective, relevant and indicative of a school of excellence	QTSS funding allocation	Collaborative, practices, pedagogy support and embedding quality feedback is developing a culture that staff are committed to working shoulder to shoulder to ensure that their practice is reflective of a school of excellence.

Next Steps

- Reflect on current mentoring practices and ensure specialist and experienced staff are utilised to work collaboratively, supporting staff
- Continued commitment to train executive staff in Stronger Smarter and embed professional learning and practices in high expectation relationships.
- Continued monitoring and a deeper, ongoing analysis of NAPLAN and school based assessment data to ensure teaching and learning programs are focused on improving student achievement.
- Professional learning to support differentiation and refined assessment and reporting processes.
- Continue a targeted approach to collect whole school data and collaborative analysis to ensure a collective understanding of future directions, through professional teacher discussions.
- Continued goal setting by students, increasing self-direction and engagement.
- Focus on tracking of student wellbeing in PBL and provision of mentoring and support for identified students.

Strategic Direction 3

THRIVE

Purpose

To demonstrate a high performance culture as a result of embedding best practices to ensure our students have the knowledge, skills and expertise to achieve individual success, strengthening their connections to world around them.

Overall summary of progress

- Staff capacity in the teaching of explicit, differentiated, research based literacy and numeracy lessons has been enhanced and is having a positive impact on student learning outcomes. The Instructional Leader model was successfully implemented across the whole school and was utilised to build teacher skill and knowledge in the teaching of mathematics, reading comprehension and writing. Instructional leaders modelled best practice and worked collaboratively with teachers to reflect on, improve and change teaching practice to maximise student learning.
- Student and whole school wellbeing data was collected, collated and analysed to assess trends in student engagement, behaviour, attendance and academic information. The analysis of this data was shared with school personnel and used to inform next steps in addressing current student wellbeing needs at an individual, cohort and school level.
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student growth in Years 3– 5 & 5– 7 NAPLAN results in Reading, Writing & Numeracy.	Instructional leader \$110000 QTSS staffing allocation 1.025 Targeted data conversation \$15000	2018, At or above expected growth data indicated 3–5 was above state in writing and reading. Numeracy growth indicated a 20% increase. 5–7 growth also indicated growth across all 3 identified areas
The Advocacy at School aspect of Drivers of Student outcomes (from the TTFM snapshots) increase to met or exceed the NSW DoE norms.	TTFM was run as a part of our normal RFF timetable Targeted support and interventions through targeted Equity funding positions.	The school is working within NSW DoE norms across the advocacy at school aspects with improvements demonstrated in Educational Rigour, Expectations for Success and Positive Teacher Relationships.

Next Steps

- Edgeworth Public School data will continue to inform the school's efforts to improve attendance, behaviour management and academic engagement throughout 2019. Additional sharing sessions of critical statistics, and referencing to data which is associated to new school initiatives for improvement in these areas will be provisioned throughout the year.
- All teachers will participate in professional learning relating to formative assessment practices with a key focus on the aspect of Visible Learning. Teachers will ensure that learning intentions are established consistently in the teaching cycle and that all students and teachers will use the language of learning intentions and success criteria. All students will be trained to discern what is required to drive their learning forward through the provision of regular and effective teacher feedback. Teachers will collaboratively discuss and analyse student work samples which will lead to improved consistent teacher judgement. Successful implementation of commercial programs for the explicit teaching of reading comprehension and spelling will continue in 2019 in order to ensure differentiation of individual students and direct explicit instruction.
- In 2019 the school will continue to enhance its transition programs. The transition to school playgroup, targeting those students who are not attending preschool or child care services will continue to be offered to the community.

The school will ensure a close connection with feeder preschools and high schools in order to ensure a smooth transition for students coming to Edgeworth Public School and moving into Year 7.

- Major community events built on the previous success of annual events such as the school musical, Kindergarten showcases will be provisioned for engaging the community in 2019. A STEAM Expo theme will be showcased by K–6 students in 2019. Other community events will include the popular Kindergarten transition program, Mother's Day breakfast, Father's Day breakfast, NAIDOC & Education Week, the Fancy Hat and Book Week parades and the ANZAC Day school service in the hope of involving the school community in school life.
- Community consultation will continue to be sought through a variety of means. The P&C meetings and regular community surveys will be offered throughout the year. The school P&C will be utilised as a means of community consultation, working together with the school to support and enhance school programs and initiatives.
- The reporting process will continue to be reviewed and improvements made as part of the communication process with parents and carers. Once changes have been implemented, the community will be surveyed again to gauge their level of satisfaction.
- Our Aboriginal Education Learning Support officer will continue to be employed at the school in a full time, permanent capacity, to support our Aboriginal families to become more involved in the life of the school and their children's education, support Aboriginal students in their learning, and to enhance the cultural competence of the students, staff and school community. NAIDOC Week will provision a focus on Aboriginal culture.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding allocation: \$ 106760</p> <p>Aboriginal SLSO permanent</p> <p>ATSI SLSO (Targeted Intervention)</p> <p>NAIDOC Week</p> <p>Breakfast Club</p> <p>Excursions</p> <p>Environmental budget</p> <p>PLSP evening</p> <p>Cultural groups (Kulburra dance group, Yadaki)</p> <p>Professional learning for teachers (Connecting to Country, Stronger Smarter)</p>	<p>Increased pride in heritage throughout school community continues to grow through substantial employment of ATSI SLSO and a committed Aboriginal Education team to provide maximised opportunities for engagement, achievement of outcomes (academic, social and cultural). Kulburra dance group and Aboriginal choir have been requested to perform at various external events. Identified student goals have been supported extensively by in class support, guided conversations and community engagement. Commitment to ongoing professional learning for staff has resulted in improved outcomes (3 Connecting to country, 4 Stronger Smarter)</p>
English language proficiency	<p>Funding allocation: \$ 12760</p>	<p>Maintenance of learning progression data base to support targeted students. Increased collaboration with class teachers to maximise learning opportunities for students. Links created between the school and parents to ensure clear communication platforms are supported.</p>
Low level adjustment for disability	<p>Funding allocation: \$86936</p> <p>Staffing allocation: 1.7 (\$176992)</p> <p>LaST</p> <p>Professional Learning</p> <p>Specialised Staff (SLSO's, Targeted Staff)</p>	<p>Extensive LST support enriched the learning, social and wellbeing needs of students. 108 students were discussed at LST meetings with follow-up including school counsellor intervention, referral to external agencies, LAST and intervention support, communication with parents/ carers.</p> <p>In-class intervention and withdrawal groups were implemented based on needs from 5 weekly data analysis.</p> <p>Staff underwent training in Trauma Informed Practice to support large number of students in OOHC placements.</p> <p>Professional learning for SLSOs to build capacity was provided fortnightly, with some fortnights not being represented. PL was provided by in school expertise (reading, writing and numeracy strategies, as well as external support including ISTI for unpacking hearing, breathe and blow programs, Ling method, and online training through Sue Larkey websites and webinars.</p> <p>Teaching staff were provided with the opportunity to develop IEPs and PLSPs for students and to collate and analyse data to track individual student progress in literacy and numeracy to differentiate their teaching.</p>

Quality Teaching, Successful Students (QTSS)	Staffing allocation : 1.021 (\$106299)	<p>Substantive and relieving class based APs were provided with release 1 day per week to build staff capacity (working shoulder to shoulder, observations, walkthroughs.)</p> <p>Survey of staff found that the QTSS allocation needed to change to meet the needs of all staff. Areas of responsibility were redefined and areas for support were identified. A new direction for QTSS allocation for 2019 was discussed at executive meetings.</p>
Socio-economic background	<p>Funding allocation: \$</p> <p>Community events</p> <p>Computer coordinator</p> <p>Executive planning days</p> <p>Preschool planning days</p> <p>PBL student wellbeing</p> <p>Additional staffing office</p> <p>Stage budgets</p> <p>KLA budgets</p> <p>Wellbeing</p>	<p>Community events continue to be strongly supported by EPS community, with positive comments on facebook, dojo and word of mouth.</p> <p>Computer coordinator provided action plan for future focused learning at PS, as well as troubleshooting and upgrading current IT issues.</p> <p>Executive and preschool planning days ensured a consistent understanding of policies and procedures, with identified school targets discussed and reviewed. Executive training in SCOUT for review and analysis of data to inform teaching practice.</p> <p>Management of a positive environment and support for challenging behaviours was enacted through the school PBL program, including professional learning for the team, new reward initiatives and weekly lessons to target areas of need identified through data.</p> <p>With the provision of extra staffing for the office, executive and SAM liaised to create systems to effectively support school operations and teaching, including refining money collection procedures, budgeting to incorporate future focused skills.</p>
Support for beginning teachers	Funding allocation: \$ 72758	<p>All beginning teachers were provided with a mentor in their first year of permanent or temporary engagement in addition to additional RFF as per award. experienced mentors provided assistance with accreditation, classroom practice and specific areas of need.</p> <p>A Beginning Teacher support network was formed in Term 4.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	311	313	283	280
Girls	278	305	306	295

Edgeworth Public School is a large primary school with 620 students serving the Edgeworth and Cameron Park community. This includes: 580 student K–6, 40 part-time (0.5) preschool students, 98 Aboriginal & Torres Strait Islander (ATSI) students (16%) and 35 students with English as an Additional Language (EALD) (5%). Student enrolments are growing with the continued land releases and community profile. The school is predicted to grow in numbers based on the schools position and population

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	95.4	93.7	94.1
1	93.7	95	93.6	94
2	94.3	95.4	91.3	91.1
3	94.3	95.7	92.2	92.3
4	92.8	95.8	92.5	92.5
5	93.8	94.6	91.5	91.6
6	93.8	95.3	94.1	90.5
All Years	94	95.3	92.7	92.3
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

Non attendance is managed through the use of the Sentral School Management Software. Families of absent students receive text messages at 10am daily,

which require a return response. These responses are saved online and an absence report can be produced at any time.

Edgeworth PS is proactive in managing student attendance. Students whose attendance is of concern are identified through learning support team processes and monitored closely. Monitoring processes include: consistent communication with parents via telephone, letter or interview, tracking of students through learning support team meetings and ongoing support and communication with the Home School Liaison Officer (HSLO). Support for students with attendance issues is sought by gaining assistance from all parties necessary. The school facilitates positive connections and open pathways to strengthen our position on attendance. Meetings with parents are organised to ensure that families are aware of their obligations relating to student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.16
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	5.26

*Full Time Equivalent

Edgeworth Public School has 6 staff members that identify as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

All staff participated in professional learning throughout the year. Professional learning occurred during and after school hours. There was a wide variety of professional learning experiences including stage level, whole school sessions and quality online courses.

Teachers valued the sharing of knowledge and ideas at the professional learning sessions. Staff participated in a number of professional learning activities designed to build their capacity in order to achieve the key priorities as articulated in the 2018 –2020 School Plan.

Additionally, staff have been involved in professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders. The school supported professional learning in the key areas of Aboriginal Education (AECG–Connecting to Country, Stronger Smarter Leadership), Environmental Sustainability, Inquiry–based Learning and Student Wellbeing.

Beginning teachers were provided with access to additional support, external and internal professional development and advice from their mentors. Mentors provided modelled and guided support to assist them adapt and develop their pedagogy, improve their classroom management, set career goals and strengthen productive relationships with parents/carers.

School Learning Support Officers and School Administrative Staff maintained their currency during the year by attending relevant courses and connecting with other support officers and administrative officers through network meetings. The areas of training provided opportunities to develop and strengthen their skills and/or maintain certification.

All staff completed mandatory compliance training in Code of Conduct, Child Protection, CPR and anaphylaxis. In 2018 all staff are strengthening their position on the NSW Education Standards Authority (NESA) accreditation and 2 teachers completed accreditation at proficient.

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	317,093
Revenue	5,905,828
Appropriation	5,614,411
Sale of Goods and Services	32,618
Grants and Contributions	253,233
Gain and Loss	0
Other Revenue	0
Investment Income	5,566
Expenses	-5,755,775
Recurrent Expenses	-5,755,775
Employee Related	-4,917,701
Operating Expenses	-838,074
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,053
Balance Carried Forward	467,146

The school financial budget for 2018 was in line with the commencement of the 2018–2020 School Plan which was designed to support students, staff and community across a range of essential areas. The financial allocations for all areas were to cover costs such as quality teaching resources, Flexible learning environments, professional development, grounds maintenance, future–focused pedagogy and additional staffing / student support. The school continues to enhance targeted positions in Aboriginal Education and School Instructional Leadership to facilitate improved outcomes for our community.

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	3,959,110
Base Per Capita	115,731
Base Location	0
Other Base	3,843,379
Equity Total	649,877
Equity Aboriginal	106,760
Equity Socio economic	266,429
Equity Language	12,760
Equity Disability	263,928
Targeted Total	190,943
Other Total	619,156
Grand Total	5,419,086

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.

2018 saw Edgeworth PS take part in NAPLAN Online for the first time. The use of laptops for the testing did lift student engagement levels, however also highlighted a need to develop typing speed and proficiency.

In line with our School Plan target of an increase of students achieving in the top 2 bands, in 2018 there was an increase from 21.2% to 24.8% for reading and numeracy.

In line with our School Plan target of an improvement in student growth from 3–5, in 2018, 67% of students achieved expected growth, 25% below expected growth, and 8% negative growth in reading. This is in

comparison to 2017, which saw 35% of students achieve expected growth, 48% below expected growth and 16% negative growth.

In writing, in 2018, 65% of students achieved expected growth, compared to 45% in 2017, whilst in numeracy, 57% achieved expected growth in 2018, as opposed to 34% in 2017.

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.

NAPLAN– Year 3 Literacy– (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2018, 77 Year 3 students participated in NAPLAN literacy assessments including 38 boys and 39 girls. In reading, 40% of our students were placed in the top three bands, an increase of 18% from 2017, including 3% in band 7. The number of Year 3 students placed in the bottom two bands dropped by 1%.

In writing, 31% of our students were placed in the top two bands, an increase of 5% from 2017. The number of Year 3 students placed in the bottom two bands has decreased by 2%. In spelling, 17% of students were placed in bands 1 and 2, a decrease of 9%, whilst 34% were in bands 5 and 6, and increase of 8%. Furthermore, we have 6% of students placed in bands 7 and 8. In Grammar and Punctuation, there was a 5% decrease in students in the top bands, however there were 5% of students who placed in bands 7, 8 and 9. There was a decrease of 6% of students in bands 1 and 2.

NAPLAN– Year 5 Literacy– (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2018, 94 Year 5 students participated in NAPLAN literacy assessments including 47 boys and 47 girls. In reading 23% of our students were placed in the top two bands, and increase of 3% from 2017, with 20% in the bottom bands, a decrease of 6%. In writing, 15% of our students were placed in the top two bands, an increase of 5% from 2017. 20% of Year 5 students placed in the bottom two bands. In spelling, 17% of students were placed in bands 2 to 4, a decrease of 7%. 40% were placed in bands 7 and 8, an increase of 16% from 2017. This was in comparison to 35% across the state. In Grammar and Punctuation, there has been an increase of 12% of students in the bands 7 to 9, are at proficient, whilst there was a decrease of 4% in the bottom bands.

NAPLAN– Year 3 Numeracy

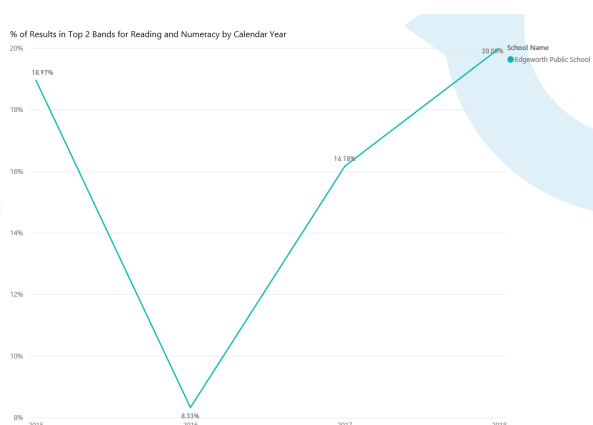
In 2018, 76 Year 3 students participated in NAPLAN numeracy assessments including 38 boys and 38 girls. 26% of our students placed in the top bands, including 3% in band 7, however this was an overall decrease of 5% from 2017. 16% of our students were at or below NMS, which remained consistent from 2017.

NAPLAN– Year 5 Numeracy

In 2018, 88 Year 5 students participated in NAPLAN numeracy assessments including 42 boys and 46 girls. 14% of our students placed in the top two bands (an increase of 1%), compared with 29% of students across the state, and 13% of SSG. There was a 10% decrease in students in the bottom two bands. Girls outperformed the boys, with 17% of girls in the top two bands, compared to 10% of boys.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The school trend data suggested an ongoing growth direction with 20% of students working in the Top 2 bands in Reading and Numeracy.



Parent/caregiver, student, teacher satisfaction

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. There is frequent communication between the school and parents by informal interview and telephone communication, with an increasing level of school app and social media being used. A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be welcoming. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. They acknowledge the range of opportunities available to them and speak proudly of their school. Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative, collaborative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction.

Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success."

Tell Them From Me (TTFM) – Student Engagement Report 2018.

At Edgeworth Public School we value the feedback from students, their families, our community and staff.

When compared with NSW Government Norms, Edgeworth Public consistently scored higher in school-level factors associated with student engagement, including quality instruction, positive teacher-student relations and a positive learning climate. In the TTFM surveys, students identified that

- try hard to succeed in their learning;
- find relevance classroom instruction relevant to their daily lives;
- are able to develop positive teacher-student relationships where students feel teachers are responsive to their needs and encourage independence with a democratic approach; and can pursue their goals to completion, even when faced with obstacles to a high extent.

Parents were also asked to participate in the TTFM surveys. Data came from 933 respondents with a fair distribution of parents with K-2 and 3-6 students. Survey access was advertised on the school Facebook page and through the school newsletter. Edgeworth Public School was identified as a school that:

- supports positive behaviour above NSW Government Norms; easily allowed opportunities for parents to speak with their child's teacher;

expected children to work hard and pay attention in class; and had clear expectation for school behaviour.

Parents also identified that they strongly support learning at home. 81% of parents thought emails were useful or very useful in discussing their child with the teachers and 96% thought social media was somewhat useful to very useful to support communication about the school.

The school community believed that this would be another positive step in ensuring that student, teacher and parent perspectives were equally considered when targeting future directions. During 2018, staff participated in completing their own personal response to the elements of the School Excellence Framework through the development of a user friendly 'Survey Monkey' option. This promoted discussion around the their responses and indicated areas for further communication between executive and teaching staff.

While staff did not complete TTFM in 2018, other evaluative measure were used to gauge teacher satisfaction such as in school surveys. Surveys revealed nearly two thirds of staff felt that they received mentoring/feedback to develop their capacity as teachers with one teacher commenting ' they received feedback on areas they did well and enjoyed the opportunity to team teach and observe another teacher's teaching strategies (to better support the students in my class)'. Many staff surveyed commented that they would like to see allocation of time and resources put towards better supporting staff to work more strategically with their students, for deepened knowledge and understanding of teaching and learning content.

Policy requirements

Aboriginal education

Overall Summary of Progress:

Aboriginal Education was led by a team of 10 staff including; executive, teachers and a targeted Aboriginal Student Learning Support Officer. 2018 was successful and proactive year for Aboriginal Education at Edgeworth Public School. The community has responded positively towards NAIDOC celebrations, cultural and performance opportunities for students and student wellbeing initiatives including the Breakfast Club. ATSI students have been supported academically through targeted intervention, Behavioural Reading, Homework Club and Transition programs. Our Aboriginal SLSO has worked collaboratively with staff, students and the community on a variety of issues including wellbeing, connection to culture, education and attendance. Teaching staff have participated in ongoing professional learning this year including Connecting to Country, Stronger Smarter and Ready Set Grow. A highlight of this year was our students performing in language on ABC's Playschool program as part of our NAIDOC Celebrations.

Progress towards Improvement Measures:

- A new Personalised Learning Plan format was introduced through a community event where teachers, students and families identified personal, academic and cultural goals. 35% of ATSI community attended and all PLPs were sent home for completion. Those that engaged in the progress praised its success and the school will continue to evaluate this process and how to further engage the community.
- In 2018 targeted intervention programs have been run supporting the learning needs of Aboriginal Students. Edgeworth Public School has employed two SLSOs who work solely with ATSI students in 1:1 and small groups. Students are targeted after being identified in data reflections and collegial discussions. Teachers provide SLSOs with personalised programs and resources to support areas of need. Behavioural Reading has also been introduced which targets phonological awareness, working memory and sequencing.
- Edgeworth's Aboriginal SLSO has continued to build and maintain positive relationships with local preschools, high school, AECG, the ILLA and external agencies including Yammuloong with the primary focus of these programs being successful transition processes between Preschool –Kindergarten and Year 6 – Year 7, understanding, appreciation and valuation of culture including music, dance and Traditional Languages; Gamilaroi and Awabakal, Academic Support through the running of the Homework Club, delivery of Behavioural Reading and Student Health and Wellbeing through the running of the Breakfast Club
- Parent Education Sessions were held as part of Kindergarten Transition 2018 which included guests from health services and legal services to provide information and assistance for families (including responsibilities around student attendance of school). Our Aboriginal Education committee additionally provides cultural learning experiences for students as part of their transition.
- With many students needing to return 'On Country', often at short notice, a need was identified for student work booklets that students could take to ensure they were maintaining their commitment to learning whilst away from school. Student work booklets are currently available as part of the Homework Club in a resource folder
- Traditional Owners have visited Edgeworth Public School and shared the cultural significance of the Message Stick as part of our 2018 NAIDOC celebrations
- Stage 3 ATSI students have been given the opportunity to work with staff to write personal Acknowledgements of Country which they have delivered at Whole School and Celebration assemblies. The opportunity to share heritage and speak publicly has improved confidence of these students and will enable them to engage more fully in future public speaking and cultural learning opportunities and challenges.
- The Breakfast club was introduced in 2016 and has continued to go from strength to strength in 2017. Records are kept of attendance with an average 40 students per week. Sponsors from the

community have continued to generously donate and it has become an excellent informal community space for children and families to have a meal and positively engage as part of the greater school community

- The Eco Warriors was introduced in 2016 and has continued to flourish. Staff have organised grants from the Land Council and students are educated in the care and growth of natural tucker and sustainable garden management. This year the Eco Warriors have participated in LMCC's Ready Set Grow program. The focus has been on sustainable practices. This year has seen the introduction of a whole school composting system to reduce the amount of food waste going into landfill. Eco Warriors also participated in LMCC's Living Smarter festival in 2018. Our students entered a garden bed into the competition and won the \$1000 Judge's prize which was awarded by Craig Reucassel from ABC Television's War on Waste program.

Next Steps:

- Streamline NAIDOC 2019 Planning and Preparation. We shall need a new leader of the Aboriginal Education Committee as our current staff leader will be on Maternity leave in 2019.
- Support our Aboriginal SLSOs through clear timetables and role statements, ensuring their work is positive, rewarding and student focused.

ATSTI students supported academically through the use of PLP's, Three-Way conferences, participation and engagement in classroom and extra-curricular learning opportunities and their use of class data walls enabling them to identify and articulate their current learning goals, the strategies they are using in class, or during intervention programs to achieve these goals and what their next goal will be once achieved. ATSI students will have understanding, ownership and motivation over their own learning which, when combined with quality teaching and support

Multicultural and anti-racism education

Multicultural perspectives are embedded into all teaching and learning programs at Edgeworth PS. To foster and promote cultural and religious tolerance and acceptance, special days are incorporated through the planning and implementation of Harmony Day. Edgeworth PS has 2 trained anti-Racism and Contact Officers (ARCO) with plans to train more staff in 2019.

Other school programs

Edgeworth Preschool Education

Our annual Quality Improvement Plan determines the focus of reflection and self-assessment in the preschool program and practice.

Identified target areas for 2018 included:

- Improve more effective methods of documentation by using available technology;

- Ensure rest and relaxation period is meeting the needs of all children.
- Ensure rest and relaxation period is meeting the needs of all children.
- Children's culture continues to be reflected in the environment and program.
- Establish a working partnership with other Department preschool in the local area learning group.

These targets impacted our practice in the following ways:

- New fixed equipment and soft fall were installed enhancing the outdoor environment and providing an area for physical play.
- Sleep and Rest policy was written in conflation with families ensuring that each child need are being met.
- Educators researched the Story park application as a means to document children's learning and to more effectively communicate with families. This application has been purchased and will be operational in January 2019.

Our service went through the assessment and rating process in November in which we were rated against the National Quality Framework. Our service received an overall rating of meeting. A rating of exceeding was given to the following element

- STD1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
- STD3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.
- STD5.2 Each child is supported to build and maintain sensitive and responsive relationships.
- STD6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Recommendations for improvement from the assessment and rating

Additional information and strategies to support the commitment to including Aboriginal and Torres Strait Islander cultures. Continuing to develop strategies for effective programming and documentation of learning. Additional strategies to share information about learning with families. Adopting a holistic approach to sustainability and environmental responsible. Additional strategies to support children in developing skills to regulate their behaviours and strategies to further promote children's rights.