

Edgeworth Heights Public School

Annual Report



2018



4155

Introduction

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

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

Kathryn Duncan

Principal

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School background

School vision statement

High Expectations, Care and Commitment – where all students succeed.

Edgeworth Heights Public School is committed to quality, personalised educational programs driven by research based pedagogical practices. High expectation relationships underpin the development of strong academic skills and wellbeing for all students to succeed in a rapidly changing world as future focused learners.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has a current expected enrolment of 413 students. The school has 16 classes in operation. Approximately 11% of students enrolled identify as Aboriginal or Torres Strait Islander with approximately 4% of English as an Additional Language/Dialect (EAL/D) students. The enrolments and socio-economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships underpin all aspects of the school's operation, vision and strategic directions.

The school has a strong focus on research based and evidence informed quality teaching with a focus on Explicit Instruction strategies. An Instructional Leader works closely with teachers focusing on improving Literacy and Numeracy outcomes for all students. Students are provided with ample opportunities to participate in extra-curricular activities in sport and the performing arts.

Staff members are highly dedicated professionals, including early career and experienced teachers. Professional Learning opportunities are of the highest priority, ensuring excellence in teaching is evident across EHPS.

EHPS has a positive and active Parent & Citizens (P&C) and Student Representative Council (SRC). The school works within Sugarloaf Community of Schools (SCoS) and embraces broader educational alliances, including local Aboriginal Education Consultative Group (AECG) –Kumaridha and local OOSH providers.

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 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 results of this process indicated

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: our on balance judgement is Delivering.

In the elements **Learning Culture, Wellbeing, Curriculum, Assessment, Reporting and Student Performance Measures** staff identified our school as working towards sustaining and growing in 10 of the 18 SEF themes.

EHPS endeavours to meet the learning needs of all students in a supportive quality environment. Changes across the school are strategic and evidence based, ensuring the most effective use of resources is achieved. These changes are planned to support the cognitive, emotional, social, physical and spiritual wellbeing of all. Personalised learning is a priority area supported by four Professional Learning Teachers (Interventionists) timetabled across all stages. There has been significant improvement in the analysis and consistent teacher judgement of data. Student data is collected and analysed every 5 weeks as part of staff Data Days. These days provide a focus for future planning and programming for differentiation and monitoring of student progress.

Ongoing professional reading such as 'Stronger Smarter High Expectations', reflect the commitment of all staff to ensure that all students are making learning progress. We are continually exploring ways to build effective partnerships with staff, students and parents for clear improvement goals at all yearly transition points in students' learning.

EHPS continues to deliver a strategic and planned approach to whole school wellbeing processes led by a Wellbeing Committee. This committee has developed an action plan that is reflected and acted upon as evidenced in the milestones. A review of behaviour expectations was identified by staff at the beginning of the year. Behaviour expectations introduced are closely linked with expectations of our feeder high school, West Wallsend. Learning and Support meetings with parents and outside agencies have strengthened curriculum and future planning to ensure individual student learning and wellbeing needs are met. Working with Assistant Principal Learning and Support (AP L&S), Learning and Wellbeing Officer and School Counsellor, has further developed staff knowledge and understanding in the identification of and differentiation for student needs. This is evident with the increase in the number of students identified through National Consistent Collection of Data (NCCD) student profiles collected every term.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: our on balance judgement is Delivering.

In the elements of **Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development** staff identified our school as working towards sustaining and growing in 13 of the 15 SEF themes. Edgeworth Heights Public School staff are committed to improving their own pedagogical practices and student performance across all areas of the curriculum. Through on going evaluations and data analysis, EHPS is compelled to identifying, understanding and implementing the most effective pedagogy. Explicit instruction, peer teaching and effective monitoring of student's learning goals and their future directions, is included in our school plan as improvement processes to ensure best practice is occurring in every classroom.

As an Early Action for Success (EAfS) school, extensive professional learning has occurred around understanding the elements and sub-elements of the National Literacy and Numeracy Learning Progressions for K to 6. Professional learning has also been delivered and staff have been supported by the EAfS Instructional Leader and K-6 Literacy and Numeracy Curriculum Leaders in the school. During professional learning sessions, stage meetings and Data Days, teachers collaborate to ensure consistent teacher judgement (CTJ) is happening as well as levels of planning and delivery of quality teaching and learning practices across the stages is consistent in curriculum delivery. Beginning teachers within the school work closely with experienced staff member (mentors) to ensure the effective delivery of various areas with literacy, numeracy and classroom management.

Performance and Development Plans (PDPs) are closely developed with all staff to identify specific areas of need that lead to professional development opportunities that are meaningful and linked to the school plan. Staff routinely share their expertise during professional learning sessions to further upskill all teaching and support staff. Student Learning Support Officer (SLSO) staff are being trained and supported by our Instructional leader. Currently one of the School Administration Officers(SAO), is being trained to monitor Work Health and Safety Procedures and another SAO is participating in professional learning with school leaders in Communication and Promoting a School.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: our on balance judgement is Delivering.

In the elements of **Educational Leadership, School Planning Implementation and Reporting, School Resources, Management Practices and Processes** staff identified our school as working towards sustaining and growing in 13 of the 15 themes.

At Edgeworth Heights Public School there are management systems, structures and processes being reviewed and further developed to ensure the school continues to improve and grow according to the directions outlined in the school plan and in line with Department Policies and Procedures. Strategic leadership ensures resources are allocated equitably and staffing caters for the diverse needs of students.

The school staff clearly articulate and support community engagement as set out in evidence sets. A culture of high expectations has been established through professional learning, celebration of achievement, detailed analysis of teaching and learning data and student behaviour expectations. Teachers across the school take responsibility for student learning data, and support each other to bring about improvements.

Leadership within the school is distributive and recognises and supports the principle that leading is the role of all stakeholders within a school community. All EHPS Strategic Directions Committees are led by aspiring leaders. Instructional leadership is evident through Early Action for Success and Literacy and Numeracy Curriculum Leaders. Opportunities for purposeful leadership roles have resulted in an increase in staff engagement promoting succession

planning and further developing the leadership skills of staff and students.

Systems for improving regular communication, effective integration of technology and resource management continue to be developed.

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/self-evidence-guide>

Strategic Direction 1

Quality Personalised Learning

Purpose

To ensure a high performance school culture delivers a strategic approach to personalise academic and wellbeing needs of students.

Overall summary of progress

EHPS is striving towards providing Quality Personalised Learning to all students. Progress will be measured by students' sense of belonging as measured by Tell Them From Me survey, student behaviour records recorded in Sentral by valued added performance as identified through SCOUT. 2018 Tell Them From Me survey was our base line data as it was the first time the school had accessed this resource. As at November 2018 our data indicates that girls reported a greater sense of belonging than boys, but was still below state average. After a review of how staff record negative incidents on Sentral, changes were put in place to more effectively monitor student behaviours resulting in our data showing an increase in misbehaviour compared to the previous year. SCOUT data indicates that while there are slight improvements in Value added across years K–3, the value added across 5–7 and 7–9 has declined.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school as identified in Tell Them from Me Survey. (TTFM)	Tell Them From Me Survey (Basel Line Data) Sense of Belonging 63% Girls (Y4–7) 52% Boys (Y4–6) Advocacy 75% Girls (3–6) 66% Boys (3–6) Staffing and resources from Equity Loading and Initiative Funding.	Peer support program ran in Term 4. Initiated Play & Connect (structured play and social skills group). Student Wellbeing Officer employed. Improvements in student recognition in Community Newsletters. Attendance Awards. Structured games running at lunch time on the oval.
Demonstrated improvement in student behaviour through internal data systems.	Staffing, professional learning and resources from Equity Loading. Sentral Behaviour incidents.	Made changes to behaviour reporting system. Committed to initiating Positive Behaviour Learning Program in 2019 and began reviewing discipline and wellbeing policies. Restitution room (Think Tank) focused more on future directions than consequences of behaviour.
Demonstrated improvement in student's value added performance as identified through SCOUT data.	Staffing, professional learning and resources from Equity Loading. SCOUT data	K – 3 Sustaining and Growing (above state average, however, in 2018 the minimum scores are greater than 2017) 3–5 & 5–7 Delivering (NAPLAN results have dropped slightly below state average)

Next Steps

- Build capability to use assessment and feedback to plan for improvements in learning through a growth mindset.

- Evidence submitted has highlighted that in the element Student Performance Measures there is a need to strengthen school performance measures for student growth and identify that equity gaps are closing.
- The school has purchased PAT assessment, and is working towards incorporating data walls and 3 Way Conferences to support student led conversations for improvements in their learning.
- Our wellbeing focus is to enable students to become a larger part of their learning process in the creation of educational goals, strengthened behavioural expectations and high expectation relationships.
- Use Tell Them From Me (TTFM) surveys to inform future directions in student learning and engagement.
- Enrol staff in Positive Behaviours for Learning (PBL) program to begin in 2019.
- Review and strengthen the existing behaviour and wellbeing policy.
- Employ a cultural mentor.
- Increase student participation and sense of belonging through SRC, Student reporters and starting Peer Support Program in Term 1.
- Introduce Breakfast Club to support student wellbeing.
- Review and refine Play and Connect programs and structured games to engage students during lunch and recess.
- Implement Individual Education Plan for each student and hold 3–Way Conferences to discuss and set goals with parents and students.

Strategic Direction 2

Excellence in Teaching

Purpose

To deliver excellent evidence based teaching strategies and sustainable systems for collaboration, explicit teaching and feedback that drives improved outcomes for all students.

Overall summary of progress

At Edgeworth Heights Public School the staff were committed to improving their own pedagogical practices and student performance across all areas of the curriculum. This was attained through staff professional learning that was tailored specifically to meet the needs of individual teachers and whole staff. This was identified through staff self evaluation of their practices against the Australian Institute for Teaching and School Leadership Classroom Practice Continuum and PDP goals. Whole school systems were reviewed and identified that the effectiveness of Data Talk days and stage collaboration resulted in an increase in staff confidence using Consistent Teacher Judgement. Staff utilised data to drive their future teaching and learning practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased percentage of all students in the top two bands for reading, writing and numeracy.	<p>Timetabled Intervention Teachers.</p> <p>Staffing, professional learning and resources from Equity Loading and Initiative Funding.</p>	<p>Instructional Leader provided professional learning and shoulder to shoulder teaching opportunities.</p> <p>'Data Days' provided grade/stage colleagues an opportunity to collectively meet to analyse student work samples and plot students against the Learning Progressions.</p> <p>Targeted intervention teachers were employed, enabling each stage to access this resource.</p> <p>Focused Literacy and Numeracy teams formed to review school resources, programs and Scope and Sequences.</p>
<ul style="list-style-type: none">Improvement in the classroom practice as identified through Australian Institute for Teaching and School Leadership (AISTL) classroom practice continuum.	<p>Staffing, professional learning and resources from Equity Loading and Initiative Funding.</p> <p>Individual AISTL classroom practice continuum 2018 Base line data.</p> <p>Professional Learning sharing timetabled as part of term Staff Meetings.</p>	<p>Staff were required to conduct a self audit against the AISTL Classroom Practice Continuum.</p> <p>13% of teachers rated the majority of their classroom expertise in Level 2 Proficient.</p> <p>74% of teachers rated the majority of their classroom expertise in Level 3 Proficient.</p> <p>13% of teachers rated the majority of their classroom expertise in Level 4 Highly accomplished.</p> <p>0% of teachers rated the majority of their classroom expertise in Level 5 Highly Accomplished/Lead and Level 6 Lead.</p> <p>Staff selected individual and whole school focused Performance and Development goals (PDPs). Staff then individually met with the principal to discuss progress and direction required to achieve their goals.</p> <p>Professional learning opportunities were provided and then presented to the whole staff in an</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improvement in the classroom practice as identified through Australian Institute for Teaching and School Leadership (AISTL) classroom practice continuum.		assigned staff meeting to ensure the upskilling of all staff.

Next Steps

Future directions:

- Implement further improvement in the drilling down and analysis of external and internal data to inform teaching and learning through planning, programming, assessing and reporting.
- Targeting professional learning on explicit teaching and effective feedback for students that is reflected in evaluations and teaching and learning programs.
- Staff participation in Professional Learning for tracking and analysing data i.e. Progressions, Scout to inform teaching and learning and Using Data with Confidence.
- Analysing and interpreting data to purchase resources and introduce new programs i.e. Seven Steps to writing success.
- Mentoring teachers through PDP process, accreditation and maintenance.
- Continue collaborative communities that support consistent pedagogical practices across the school.

Strategic Direction 3

Future Focused Communities

Purpose

To develop improvement through community engagement and effective leadership to build a strong supportive school community. Future focused teaching and learning will prepare students for a complex and dynamic society.

Overall summary of progress

Edgeworth Heights Public School values the need to prepare students and staff for Future Focused Learning to enable them success in an upcoming dynamic and complex society. This was initiated through upskilling staff and the implementation of STEM based activities, using project based learning and robotics across all stages. This was complemented by the use of mobile computer labs and ipads within the classroom to enhance learning and teaching tasks. An increase in participation and engagement with both our school community and the Sugarloaf Community of Schools assisted in building a strong, supportive school environment. Parent surveys, community forums and PBL implementation awareness established active engagement and high expectation relationships. Professional learning was aligned with opportunities to attend workshops and courses in the wider professional community, developing accreditation levels.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase levels of achievement as measured on the Middle Years Transition Matrix for pedagogy.	Staffing, professional learning and resources from Equity Loading and Initiative Funding. Middle Years Transition Matrix.	School evaluation assessed we were at Level 2 on the Middle Years Transition Matrix for Pedagogy. This is our base line data to compare from.
<ul style="list-style-type: none">• Increased participation and access of a shared suite of professional learning through the Sugarloaf Community of Schools.	Staffing, professional learning and resources from Equity Loading and Initiative Funding.	In 2018 staff are now accessing WWHS Masterclasses, available on various areas of professional development. PBL awareness training through Community of Schools
<ul style="list-style-type: none">• Increased student engagement as identified in Tell Them From Me data.	Staffing, professional learning and resources from Equity Loading and Initiative Funding. Tell Them From Me Survey Snap Student Snap Shot 2.	TTFM baseline data for Years 4–6 showed 56 % of students were interested and motivated in their learning compared to 78% of NSW Govt Norm. There was an increased student engagement from the implementation of the STEM activities and project based learning through teacher anecdotal records and student feedback. Increase of staff attended professional learning in Project Based Learning.

Next Steps

Future directions:

- Embed technology and future focused learning in all key learning areas.
- Increase in the physical learning spaces being used flexibly to meet a broad range of students learning interests and needs.
- Consistency of staff using technology to streamline the administrative practices of the school.
- Strategic financial management to be used to maximise resources available to implement the school plan.
- The school leadership team to analyse and share school community satisfaction responses with its community.

- Increase in staff achieving Highly Accomplished or Lead accreditation.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$40,848 Aboriginal Background Funding.</p> <p>This had to be supplemented from Equity Loadings to cover total wage.</p>	Employment of Aboriginal Student Learning Support Officer 5 days a week.
Low level adjustment for disability	<p>\$46, 780 Low Level Adjustments for Disability Funding.</p> <p>This had to be supplemented from Equity Loadings to cover total Student Learning Support Officers wages.</p>	Employment of Student Learning Support Officers to work in classes to support students with identified needs. Increase of students receiving targeted support in class and on the playground.
Quality Teaching, Successful Students (QTSS)	Staffing, professional learning and resources from Equity Loading and Initiative Funding.	Additional release from class for school leaders to support instructional leadership in classes and facilitation of stage meetings around key curriculum areas.
Socio-economic background	\$183, 567 Socio- economic Background for staffing, professional learning and resources from Equity Loading and Initiative Funding.	Increase of staff to facilitate additional programs to support student wellbeing.
Support for beginning teachers	<p>\$17,950 Beginning Teacher funding for mentoring, lesson observations and professional learning.</p> <p>2 teachers in their second year as identified Beginning Teachers.</p>	Targeted identified professional learning opportunities through the PDP process and peer mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	192	211	211	207
Girls	159	175	192	199

Our school is showing a steady increase in student enrolment. This is a trend that is predicted to continue with new housing blocks opening up in zone. Non local enrolments are no longer accepted due to our school at capacity enrolment.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	95.1	95.9	94.1
1	94.6	94.4	94.7	94.7
2	93.9	94.9	93.9	92.4
3	93.1	93.8	94.6	92.9
4	92.9	92.7	92.5	93.5
5	93.3	93.7	91.8	91.3
6	94.6	93.3	93.6	91.2
All Years	93.8	94.1	94	92.9
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

Our school has nominated a staff member as Attendance Officer to review our attendance procedures through working closely with the Home School Liaison Officer. Our school is just below the State expectations of attendance. The school is reviewing and strengthening their attendance procedures and Attendance Flow Chart as well as returning roll marking to the Sentral system and then

transferring to EBs4 system.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	17.51
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

In 2018 Edgeworth Heights PS was able to advertise for three permanent classroom teachers. One position was for Assistant Principal as well as a Teacher Librarian and Classroom Teacher position. Our staff consists of 10% Aboriginal teachers.

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	10

Professional learning and teacher accreditation

Edgeworth heights PS spent approximately \$22,000 to upskill staff through participation in a variety of professional learning experiences.

- Compulsory professional learning such as CPR, Child Protection and Code of Conduct.
- Professional learning as identified through PDP process such as SASS Conference, WHS Workshops, Positive Behaviour For Learning and increased knowledge in working with autism through Nell Francis workshop.
- Targeted key areas in the school plan such as Seven Steps in Writing, Big Picture and future focused teaching – Project Based Learning, NAPLAN Online training, Management of Actual or Potential Aggression (MAPA Part 1) training, Rock and Water, Mental Health First Aid, Connecting to Country, Stronger Smarter Leadership and Early Action For Success.

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	534,569
Revenue	3,960,066
Appropriation	3,832,132
Sale of Goods and Services	313
Grants and Contributions	120,272
Gain and Loss	0
Other Revenue	4,941
Investment Income	2,408
Expenses	-3,706,008
Recurrent Expenses	-3,706,008
Employee Related	-3,354,541
Operating Expenses	-351,467
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	254,058
Balance Carried Forward	788,628

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

In 2018 the school upgraded technology to support our inclusion in NAPLAN Online by way of additional laptops and storage units. Additional teaching staff for targeted intervention for Kindergarten to Year 6 students in literacy and numeracy. Extra SLSO time to support identified students' needs above the allocated low level adjustment for disability funds.

The school plans to utilise funds in 2018 for increased

intervention for identified students in Kindergarten to Year 6 to continue to improve student growth in Literacy and Numeracy. The continued employment of a Student Wellbeing Officer.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,819,518
Base Per Capita	77,928
Base Location	0
Other Base	2,741,590
Equity Total	375,309
Equity Aboriginal	40,848
Equity Socio economic	183,567
Equity Language	0
Equity Disability	150,893
Targeted Total	89,800
Other Total	412,023
Grand Total	3,696,650

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.

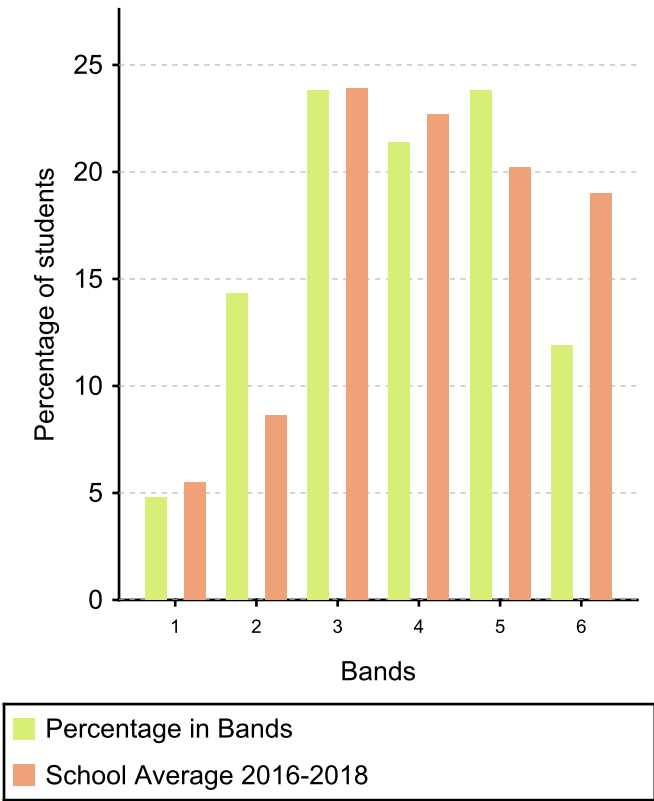
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

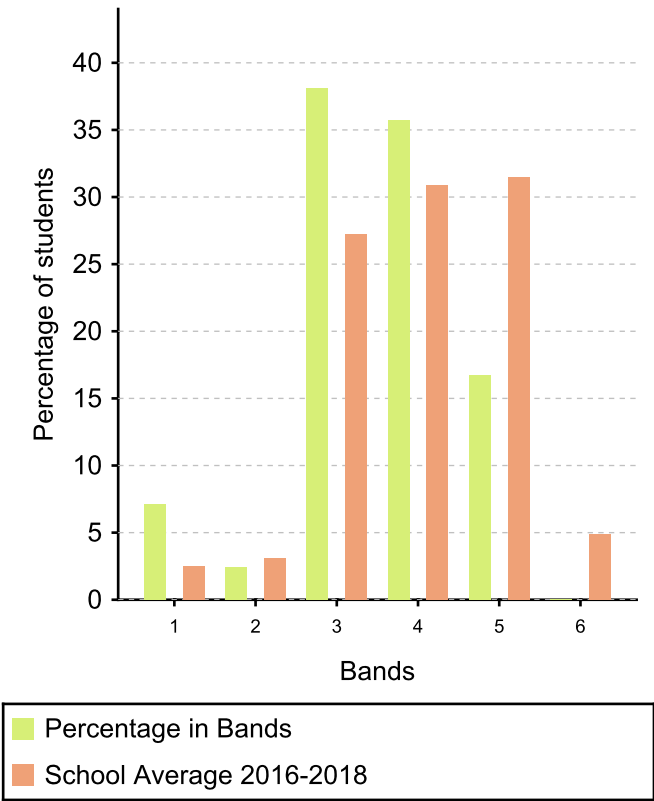
The Grammar & Punctuation, Reading/Comprehension and Spelling NAPLAN results identify the continued quality of programs and pedagogy provided by the school with approximately 30% of students in Year 3 and 20% of students in Year 5, achieving in the top two bands across these areas. The impact of our 2016–2018 School Plan is highlighted with an average result of 35–40% of Year 3 students and 20–30% of Year 5 students in the top two bands and with a minimal tail being evident.

Although 55% of Year 3 and 80% of Year 5 students were placed in the middle two bands for writing, a targeted writing focus is planned for 2019 to boost these students into the upper two bands.

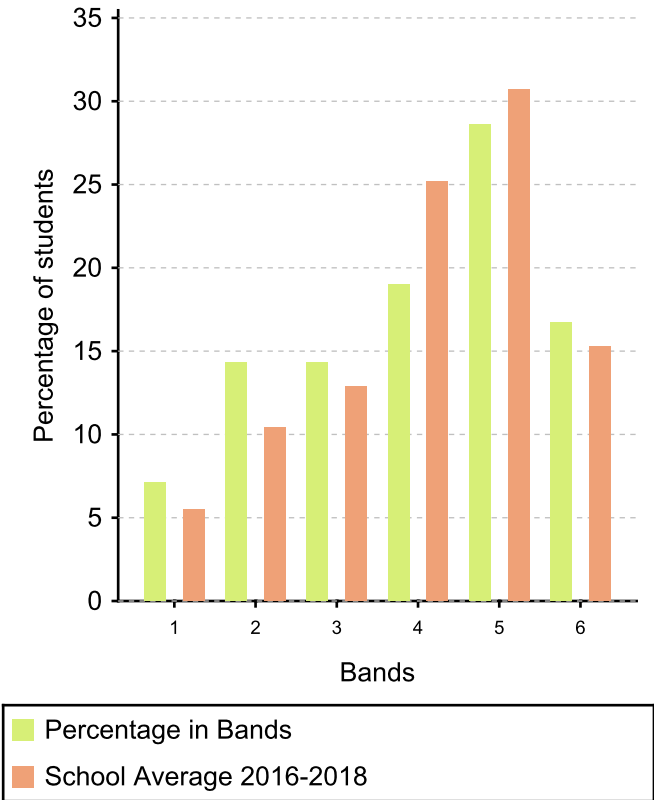
Percentage in bands:
Year 3 Reading



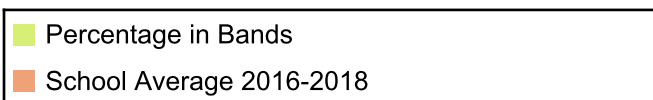
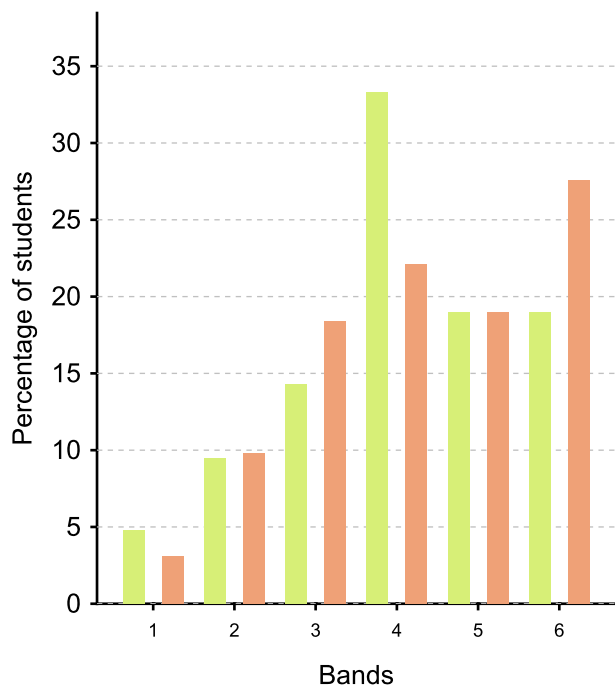
Percentage in bands:
Year 3 Writing



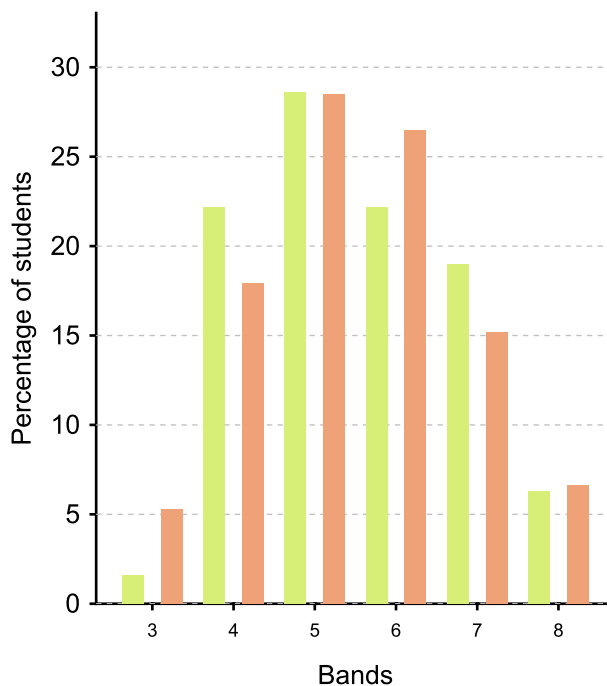
Percentage in bands:
Year 3 Spelling



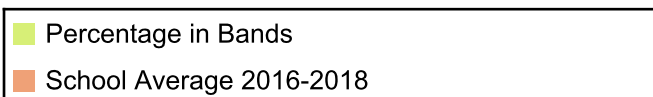
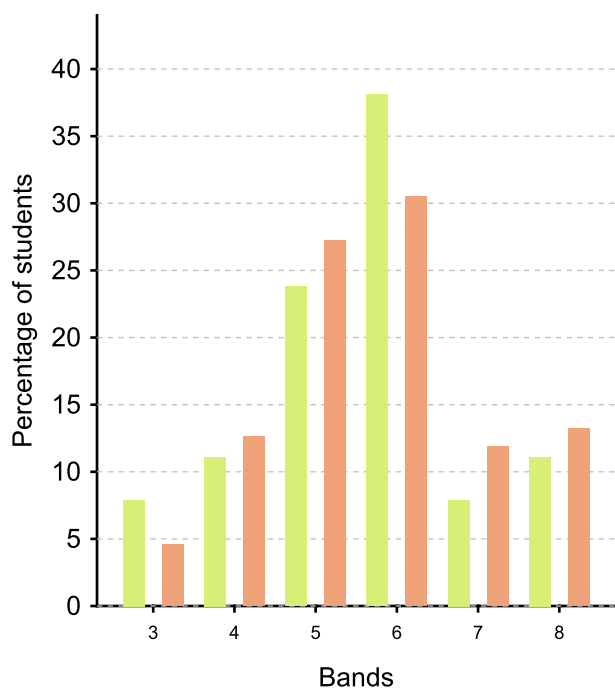
Percentage in bands:
Year 3 Grammar & Punctuation



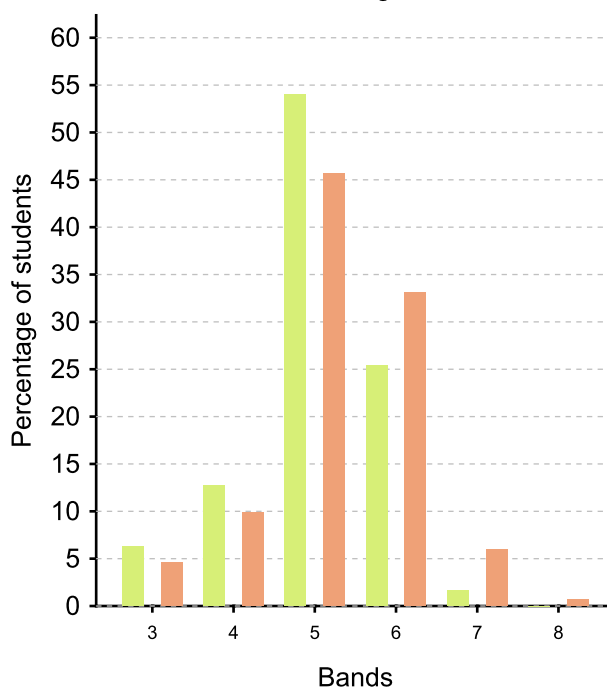
Percentage in bands:
Year 5 Reading



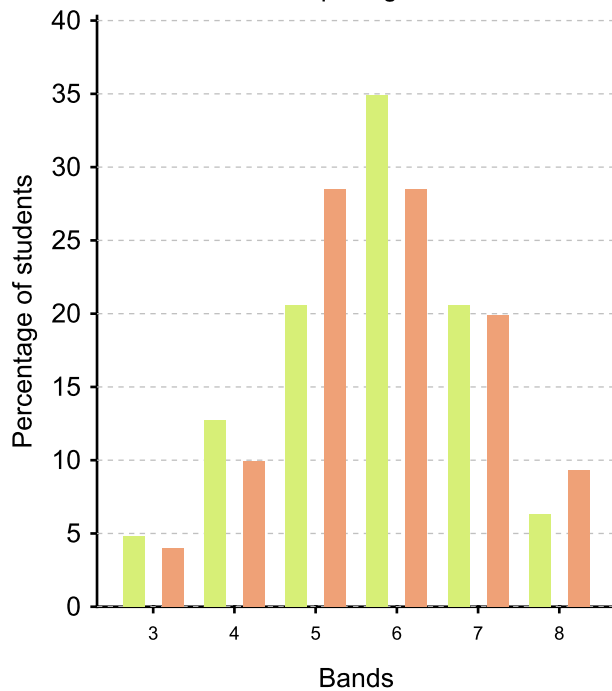
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling

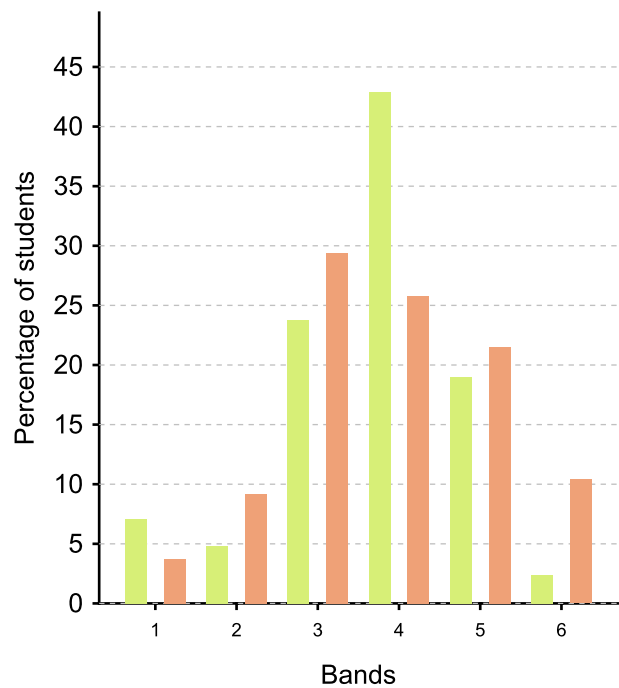


Percentage in Bands
School Average 2016-2018

Numeracy programs are providing continuous growth for our students, evidenced by both Years 3 and 5 Numeracy results. 65% of our students have achieved results in the middle two bands, with an additional 20% of Year 3 and 15% of Year 5 students achieving in the top two bands. During the overall 2016–2018 Strategic Plan implementation, there is a clear shift in student achievement with only 10% of students in the bottom two bands and 30% of Year 3 and 15% of Year 5 students in the top two bands.

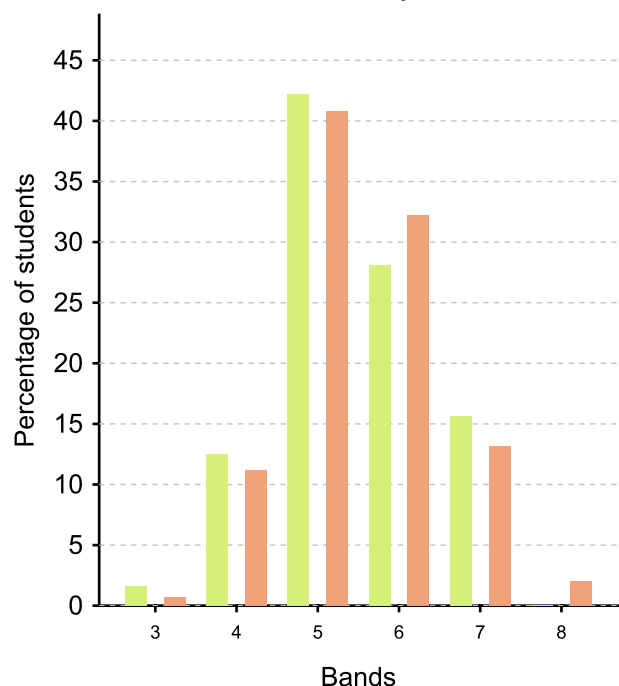
The future direction for the school is to refine Numeracy programs, ensuring consistency of implementation, to further increase student growth into the top two bands.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2018, 35.7% of Year 3 students achieved in the top two bands in Reading. This was a decrease from 2017,

while Year 5 students displayed significant growth in reading from 17.2% in 2017 to 29.3% in 2018.

In numeracy, our Year 3 students displayed a similar decrease in achievement, while Year 5 students saw a 6% increase in our students' performance across the two years.

In 2017 we had seven Year 3 students and eight Year 5 students who identified as being Aboriginal and Torres Strait Islander students. Our Year 3 students saw a similar decrease in both reading and numeracy achievement as displayed by the whole Year 3 cohort, while our identified Year 5 students saw a significant 37% increase in reading from 2017 to 2018 and identical results across numeracy.

These results show the need to review the school's transition program as they move from their infants to primary education. Future analysis of individual grade growth from Year 3 to Year 5 will help identify the success of our programs.

Parent/caregiver, student, teacher satisfaction

Through the implementation of the Tell Them From Me (TTFM) student, staff and community surveys, we were able to clearly identify areas of system improvement and community satisfaction. These surveys were conducted by students from Years 4–6 and 66 parent/carers. The community survey indicated that Edgeworth Heights Public School is an inclusive school with us performing above state average in a range of areas, including the approachability of highly dedicated staff that provide for the individualistic needs of their child. Staff identified a sense of belonging in a highly collaborative culture that is guided by a supportive leadership team. This contributed to staff results being at or above state average in all areas except for technology, which will now become a significant focus for 2019. Student responses showed that they hold respect for their teachers' pedagogical practices and feel that they are well supported in their individual learning.

The Student Representative Council and P&C are core contributors to extracurricular activities and both are used as consultation groups during school systems review process. These key stakeholders provide fund raising initiatives with a clear aim for an increase in all student outcomes and engagement.

Connections with the wider community occurred through the inclusion of residences from Masonic Village during special events eg Grandfriends Day. We were also fortunate enough to access the expertise of Sam Taylor from Bell Real Estate, who has supported the school with financial and personnel contributions support specialised programs such as STEM, having students design their own Go-Kart.

Policy requirements

Aboriginal education

Annual Report 2018 – Aboriginal Education

In 2018 Edgeworth Heights Public School commenced the year with 48 Aboriginal and 2 Torres Strait Islander students. The employment of our Aboriginal SLSO continued, fostering home/school relationships and supporting the wellbeing, engagement and academic needs of Aboriginal and Torres Strait Islander students. In January of 2018, a Teacher of Aboriginal descent was appointed.

Two staff members attended professional development, Leading Aboriginal Education in Your School, provided by the Centre for Professional Learning. This led staff members to reflect on the importance of the Aboriginal Education Policy and other relevant NSW and Federal Government policies associated with Aboriginal education. Attendees gathered ideas, contacts and resources to support the growth of our staff Aboriginal Education Team.

The school's relationship with Kumardha Local AECG was strengthened with two staff members holding full membership, four holding associate membership and a number of other staff attending meetings during the year. Members of Kumardha Local AECG supported the school through participation on merit selection panels.

Connecting to Country professional development provided by Kumardha Local AECG was attended by three staff members. Staff deepened their knowledge of Aboriginal history and visited local significant sites. They returned to work with enthusiasm and supported other staff to embed Aboriginal perspectives into their teaching and learning experiences.

2018 saw the expansion of our NAIDOC celebrations into a week-long event. Members of the Aboriginal Education Team met with interested parents and families to plan the event. Family members continued to support staff in the development and teaching of activities that were held throughout the week including: Aboriginal and Torres Strait Islander sports and games, painting and bush tucker. The week began with Uncle Bill Smith and his family providing a captivating opening and smoking ceremony which was thoroughly enjoyed by the whole school. Community agencies, including Oz Tucker, Wandiyali and Muloobinba, were invited to hold stalls in the school grounds during our final day of celebrations. Their inclusion supported our school community members to be informed about support programs available in the local area.

Members of the Aboriginal Education team, in consultation with student's families, Kumardha Local AECG and other local primary schools, reviewed our PLP format and procedures. A new PLP format was designed and an overview of meeting practices was formulated for implementation in 2019.

Two staff members began Stronger Smarter Leadership professional development. This has supported their understanding of high expectation relationships and how to strengthen connections with staff, students and their families. This professional

development will be completed in 2019.

Multicultural and anti-racism education

Multicultural and anti-racism education

Edgeworth Heights Public School provides an inviting, inclusive space for all staff, students and community members regardless of cultural or linguistic backgrounds. Teaching practices recognise and value the backgrounds of all students and celebrates diverse cultures, languages, religions and world views. Edgeworth Heights Public School has a trained Anti-Racism Contact Officer (ARCO) who promotes anti-racism education within the school and assists in handling any race based complaints.

In 2018, eight students with diverse language or cultural backgrounds took part in the AFL NSW/ACT Multicultural Auskick program. These students learnt about the importance of teamwork, sportsmanship and an active lifestyle while learning the skills required in AFL.

A member of our teaching staff attended professional development throughout 2018 on *Teaching English Language Learners* in order to expand the knowledge and resources available to staff. As a result of this, teachers were provided with an 'All About Me' interview-style questionnaire to complete with students and their parents/carers. The questionnaire assists teachers to identify important information which might hinder the student's ability to consolidate their knowledge of the English language, identify goals for the student, and to become more aware and knowledgeable about the student's background.

In 2018, a Family Background Questionnaire was distributed to all parents and/or carers of the students at Edgeworth Heights Public School. 49 responses were received and provided valuable information on students, their parents and their grandparent's places of birth, languages spoken and cultural considerations or celebrations.

In Term 4 of 2018, teachers were given a range of books and multimedia resources which focussed on themes of multiculturalism and diversity. Each class was exposed to different texts and multimedia and were able to discuss cultural and linguistic differences as well as the varied life experiences as a result of physical place. This program encouraged students to adopt views and practices of inclusivity, tolerance and acceptance.