

# Engadine West Public School

## Annual Report



2018



4292

## Introduction

The Annual Report for **2018** is provided to the community of Engadine West 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.

Sue Roach

Principal

## School contact details

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## School background

### School vision statement

At Engadine West Public School we are preparing confident resilient students to make the most of opportunities that their future will present.

We are committed to student success and providing a strong foundation in literacy and numeracy, wellbeing and personal growth. We are a learning community with a strong sense of shared vision and collaboratively developed goals.

### School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. The school is a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education. The professional staff demonstrate dedication and commitment to quality future focused education.

The school provides an extensive range of highly engaging programs from Kindergarten to Year 6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school. The social, emotional and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra-curricular programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with additional learning needs and strong partnerships between home and school maximise outcomes for students.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe respectful learners and celebrates achievements.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated the following:

#### **Learning**

The results of this process indicated that in the School Excellence Framework domain of Learning:

At Engadine West PS, the school culture is strongly focused on learning, the building of educational aspirational and ongoing performance improvement throughout the school community. **(Sustaining and Growing)**

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. **(Excelling)**

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students. **(Sustaining and Growing)**

Consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. **(Sustaining and Growing)**

Reporting is clear, timely and accurate, providing information that supports further progress and achievement for all student learning across the curriculum. **(Sustaining and Growing)**

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. **(Delivering)**

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Teachers at Engadine West PS are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. **(Sustaining and Growing)**

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to inform future school directions. **(Sustaining and Growing)**

All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional standards are a reference point for whole school reflection and improvement. **(Sustaining and Growing)**

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. **(Sustaining and Growing)**

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

The principal is the primary instructional leader at Engadine West PS. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. **(Sustaining and Growing)**

The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well conceived, effectively implemented and effects improvement. **(Sustaining and Growing)**

At Engadine West PS resources are strategically used to achieve improved student outcomes and high quality service delivery. **(Sustaining and Growing)**

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. **(Excelling)**

In the domains of learning, teaching and leading, the school's self-assessment was consistent with the School Excellence Framework.

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

### Evidence Based Learning

#### Purpose

To ensure student learning is underpinned by feedback derived from assessments (formative and summative) which informs teaching and learning.

#### Overall summary of progress

Teachers produced Individual Learning Plans (ILP) and Personal Learning Plans (PLP) for students requiring substantial and extensive adjustments to their teaching and learning programs. This was achieved through consultation with the school's Learning and Support Team (LST) and parents. Stage teams collaboratively planned and implemented programs with School Learning and Support Officers (SLSO) that maximised the effective use of support for differentiating students' teaching and learning. Stage teams designed and implemented quality teaching and assessment strategies that addressed adjustments to student learning. A particular focus in this process was student self-reflection using formative assessment techniques. Teachers analysed and shared student performance data across all learning continuums for all students, using PLAN, NAPLAN data and internal school measures. This tracked student progress to inform program development.

#### 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 proficiency in line with the premier's priorities.	\$2000	40% of students achieved in the top two bands of literacy and numeracy as reflected in 2018 NAPLAN. The state average is 34.4%
Improved student growth from Years 3–5 as measured by SCOUT data.	\$2000	The average scaled growth of student academic achievement from Years 3–5 reflected in NAPLAN is 74% which is the same as the state average.  At or above expected growth is 3% less than the state average.
All students are aware of learning goals in English.	\$4000	Formative assessment strategies WALT, WILF, TIB, WAGOLL used in classrooms.  Student learning goals are regularly monitored and updated by students in collaboration with their teacher.

#### Next Steps

Ensure English unit outcomes meet syllabus and NESA expectations.

Trial implementation of new English units K–6.

Update English unit scope and sequence K–6 and implement.

Ensure mathematics unit outcomes meet syllabus and NESA expectations.

Update mathematics unit scope and sequence K–6 and implement.

Review student report to parents.

Collect teacher and student information on future focussed teaching and learning techniques, creating a school report on current practice.

Implement the new student Sentral wellbeing monitoring system.

## Strategic Direction 2

### Transformational Teaching

#### Purpose

To ensure teachers collaborate within and across stage teams embedding planning and professional learning reflecting student information, progress and achievements, data, curriculum requirements, student feedback, and provides continual improvement for all students regardless of ability.

#### Overall summary of progress

Dedicated professional learning in the area of formative assessment was delivered directly linked to evidence based learning. Staff have developed new techniques and strategies in formative assessment and are embedding these into teaching and learning programs and practice. Visual evidence of these practices are able to be viewed in classrooms. Students know what they are learning and why. Professional learning on the new literacy and numeracy learning progressions was undertaken by the deputy principals. Student reports were improved to ensure areas for student improvement/growth were included. Individual student PLAN data was updated each term to ensure a clear understanding of 'where to next' for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers integrate formative assessment techniques into their teaching practice measured through student work samples, teaching progress, classroom observations, internal and external data.	\$2000	Professional learning modules delivered each term and followed up in stage meetings.  Teachers include formative assessment as an annual professional goal. Observations and evidence gathered to indicate formative assessment demonstrated.
Class teachers report on student achievement including clear and specific information about student learning, growth, next steps and improvement measures.	\$2000	Policy reviewed. Professional learning undertaken.  Student reports updated and quality control implemented by school executive.
All teachers use data to inform collective decisions about student learning and teaching programs.	\$4000	PLAN, NAPLAN and school based measurements used to establish student goals.  SMART goals established for students requiring individual learning plans and personalised learning plans. SMART goals able to be measured.

#### Next Steps

Whole school assessment procedures/practices to be evaluated through gathering of evidence from every teacher.

Continue to embed formative assessment into teaching and learning programs and practice.

Continue professional learning and formulate an implementation plan for literacy and numeracy progressions.

Support teacher professional learning through the student centred leadership (instructional leadership) model.

Implement the new science syllabus and review the school scope and sequence.

## Strategic Direction 3

### Connected Community

#### Purpose

To embed the foundations of a school in partnership with its community which is inclusive, informed and engaged.

#### Overall summary of progress

This year we have continued to strengthen school community partnerships through the promotion of school initiatives and the introduction of a range of new communication measures. Engadine West PS was chosen to be a trial school for the new Department of Education school website service. The principal and a SASS member completed the necessary training, resulting in a re-design of the school's website and provided ongoing feedback to support the state-wide roll out process. Staff, students and parents have had multiple opportunities to provide feedback to the school about programs and policies through formal surveys. Parent workshops for every stage were held and were very successful in achieving their goal of increasing parent understanding of teaching strategies and how parents can help their students at home. The workshops focused on mathematics. White Ribbon was introduced to the school community with positive feedback.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers actively participate in learning communities.	\$1000	All teachers participated in two community of schools initiatives.  One teacher with deep knowledge and understanding of teacher professional standards conducted workshops for a number of school groups.
Decrease in reported behaviour incidents.	\$1500	Incidents monitored by location and number, identifying the need for more explicit data input into wellbeing management system.
Increased opportunity for parents/carers to be connected to their childrens' learning and wellbeing.	\$3000	Parent workshops in mathematics conducted. Positive feedback indicated.  Showcase conducted again and to be added to the school calendar as an annual activity.

#### Next Steps

Promote parent borrowing from the library, ensuring the system is well resourced.

Review the current community of schools practices and processes and establish a new purpose and vision statement.

Review PBL and implement recommendations.

Continue to promote the White Ribbon initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$11362	Funding used to support students engaging in culture and leadership opportunities. All identified Aboriginal students offered opportunities to engage with culture including One Mob, Yarn Up, Indigenous dance, Premier's Debating Challenge, Operation Art, Calendar for Cultural Diversity, Sutherland Shire Schools Music Festival art competition, dance and choir.
<b>English language proficiency</b>	\$7860	Funding used to support students with English as an additional dialect through the employment of SLSOs and a teacher for a new arrival.
<b>Low level adjustment for disability</b>	\$51257	Funding used to support students, who did not attract individual funding support, with additional needs through the employment of SLSOs.
<b>Quality Teaching, Successful Students (QTSS)</b>	1.235 staffing allocation	Allocation used to release each assistant principal one day per week to support their own and their team's professional learning directly impacting on improved student learning outcomes.
<b>Socio-economic background</b>	\$40085	<p>Funding used to support students, who did not attract individual funding support, with additional needs through the employment of SLSOs.</p> <p>SLSOs trained in specific program delivery to support the learning outcomes of identified students.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	375	380	353	348
Girls	383	371	370	376

Student enrolment numbers (2015–2017) had slowly decreased, but then stabilised in 2018. Enrolment is anticipated to have a further slight decline into 2019 as reflected in anticipated numbers of students enrolled for 2019 in Kindergarten and Year 6 students leaving at the end of 2018.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	96.6	96.9	96.2
1	95.5	96.2	95.8	95
2	95.6	94.9	95.8	94.7
3	95.3	95.3	95.9	94.2
4	95.3	94.2	95	94.2
5	95	95.4	94.9	93.9
6	94.6	94.6	95.6	91.5
All Years	95.3	95.3	95.6	94.2
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

centrally generated and sent home with students or mailed to home addresses. Class teachers meet with parents where attendance of a student is of concern. The deputy principal follows up on non–attendance concerns raised by teachers. The Home School Liaison Officer (HSLO) assigned to the school undertakes regular attendance checks.

### Management of non-attendance

Student attendance is marked daily using a centralised electronic marking system. School practices and processes are reflective of DoE policy. Student attendance is monitored by classroom teachers who send notes to parents reminding them of the necessity for non–attendance notes to be sent to school. Reminder notes including dates of non–attendance are

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.7
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.47

\*Full Time Equivalent

Three teachers identify as Aboriginal/Torres Strait Islanders

### 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	25

### Professional learning and teacher accreditation

Regular professional learning was undertaken by all teaching staff during 2018. Staff members participated in professional learning once per week at school. Staff received dedicated professional learning on a fortnightly basis with week one being theory and week two being reflection and collaborative planning for delivery into classrooms. The main focus for the professional learning in 2018 was formative assessment. Staff also received professional development in school planning, student assessment and mandatory training such as child protection, anaphylaxis and CPR training. This was in addition to staff attending external professional development courses and progressing through their own professional development plans. Teachers were observed in their practice for accountability as well as team mentoring to build up their professional teaching capacity within the classroom. All teaching staff assisted in delivering professional learning at school during 2018. The school

devised its school professional learning in collaboration with staff upon the needs of staff, students and school community from the interpretation of data from numerous sources in conjunction with teachers' performance and development plans and school plans within the School Excellence Framework.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	324,498
<b>Revenue</b>	5,806,648
Appropriation	5,428,544
Sale of Goods and Services	8,455
Grants and Contributions	366,971
Gain and Loss	0
Other Revenue	0
Investment Income	2,679
<b>Expenses</b>	-5,594,134
Recurrent Expenses	-5,594,134
Employee Related	-4,935,691
Operating Expenses	-658,443
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	212,514
<b>Balance Carried Forward</b>	537,012

Engadine West PS is fully deployed to SAP/SALM in line with the learning and management business reform. Financial management and governance are as per Department of Education financial policy requirements. Classroom upgrades in Year 5 and Year 6 rooms began and will continue in 2019. Upgrading electronic whiteboards in the school has begun. Surplus funds are being allocated to these projects as well as air-conditioning the rooms in the school currently without.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,681,719
Base Per Capita	139,806
Base Location	0
Other Base	4,541,913
<b>Equity Total</b>	193,855
Equity Aboriginal	11,362
Equity Socio economic	40,085
Equity Language	7,860
Equity Disability	134,548
<b>Targeted Total</b>	56,994
<b>Other Total</b>	290,476
<b>Grand Total</b>	5,223,044

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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.

Engadine West PS continued to produce sound results in proficiency which is the top two bands of NAPLAN.

Spelling is our strongest area, followed by reading.

The school has again achieved an excellent result in moving students, or growing and developing students and we have again reduced the amount of students within the bottom two bands of NAPLAN.

In 2020, Engadine West PS will move to completing the NAPLAN assessment online.

Engadine West PS continued to produce sound results in proficiency which is the top two bands of NAPLAN.

Numeracy saw students produce the second highest results of all areas assessed.

The school has again achieved an excellent result in moving students, or growing and developing students and we have again reduced the amount of students within the bottom two bands of NAPLAN.

In 2020, Engadine West PS will move to completing the NAPLAN assessment online.

In 2018, 41.18% of Aboriginal students attained the top two bands in literacy and numeracy for Year 3 and Year 5 students. This is an increase of 1.18% from 2017.

## Parent/caregiver, student, teacher satisfaction

In 2018 students in Years 4 to Year 6 were surveyed on a number of areas relating to their experiences at school.

89% of students have positive relationships with others and 97% participate in school sport and clubs. 96% value the outcomes they are working towards at school and 93% believe they have positive behaviour at school. 56% of students display positive behaviours towards homework. 96% believe they receive quality instruction from their teachers. 85% of students believe they have positive relations with their teachers and 87% expect to succeed at school.

In 2018 parents were surveyed on a number of areas relating to their experiences at school.

76% of parents feel welcome at Engadine West PS. 60% feel they are well informed and the same amount support learning at home. Parents report they spend 30% of their available time helping their children with their homework. 76% of parents had two or more individual discussions with their child's class teacher throughout the year, with 83% attending various parent meetings at the school. 66% of parents are involved in school committees, 71% believe the school supports learning, 79% believes the school supports behaviour and 65% believe the school is an inclusive place.

In 2018 teachers were surveyed on a number of areas relating to their experiences at school.

84% of teachers believe the school is an inclusive school. 78% were offered leadership opportunities, 80% believe there is a strong culture of learning and 79% believe data (from various sources) informs their practice. 76% believe they provide challenging and visible learning goals for students and 75% believe they provide quality feedback. 79% overcome obstacles to learning in the classroom and 63% regularly use technology (beyond the interactive whiteboard and visiting the computer lab) in the classroom.

## Policy requirements

### Aboriginal education

Our school continues to provide support for Aboriginal students and delivers learning programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Acknowledgement of Country is delivered weekly in school assemblies and ceremonies. Aboriginal students participated in the 'One Mob' event with the aim to provide a network for Aboriginal families within the school community. The event, which took place at Endeavour Sports High School, included Aboriginal stories, games and activities led by Aboriginal high school students from the local area. All Aboriginal students have personal learning plans developed in consultation with the teachers, parents and students. These plans outline each student's strengths and areas for development. Students have also set learning goals to achieve over short and long periods of time. These plans are reviewed each year. In order to assist in cross curricula understanding of place and culture, the school has purchased additional resources in history and geography which promote historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. These resources will support students K to Year 6 in developing an understanding of the past and present from an Aboriginal perspective. A small number of Stage 3 Aboriginal students participated in Yarn Up, developing their skills in public speaking, impromptu speaking, debating and accepting and giving feedback. The Yarn Up program supports the successful transition from primary school to high school for Indigenous students.

### Multicultural and anti-racism education

Multicultural education continues to be integrated into many aspects of our school curriculum. To celebrate Harmony Day this year students were encouraged to showcase orange as a symbol of unity. Students used orange as a foundation to convey thoughts and feelings through writing and creative arts pieces upon the unity, symbolised by orange. These pieces were then prominently displayed within the school's library and around the school. Student Representative Council members held fundraising events to raise money for the school's sponsorship of a child in Africa.