

Emu Heights Public School

Annual Report



2018



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Introduction

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

Andrew Hooper

Principal

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Message from the Principal

Emu Heights Public School is nestled at the foot of the Blue Mountains and enjoys beautiful, spacious grounds in a park-like setting. Our school is highly regarded and is well-respected for its warm and friendly atmosphere, family values and the provision of high quality teaching and learning programs. We value knowing every student and being there to support every student.

Throughout 2018, we have continued to provide a challenging curriculum focused on literacy, numeracy, ICT as well as a wide range of activities for our students to develop and demonstrate personal excellence across all academic, social, sporting and cultural domains.

Our school motto *Happiness by Helping* is something we all try to do at our school. We look out for each other and try to be there to help where we can. We have had a major focus on the wellbeing of everyone in 2018 with implementing the "Bounce Back" program which builds resilience, our rule of the week, running harmony day and building relationships between staff, students and the community. We adopted a country school affected by the drought and did fundraising activities to help their community.

The disruption to our stage One classrooms due to the termite damage was something that was managed really well by staff, students and the parents and from it we basically got 4 new classrooms which we moved back into at the end of 2018.

Playground improvements were evident throughout the year with upgrading and moving our old playground equipment. We removed a lot of dangerous trees in our playgrounds and started to establish some more lawn areas on the playground. The school also took on the initiative of "share our space" where we opened up our school during the holidays for use by the public. This was well received by the community and from the funds obtained from the initiative we were able to purchase a new ride on mower for the school.

There were a few changes during the year to the presentation evening and the Year Six farewell that received positive feedback from everyone and we changed the set up of our classes to staged based instead of streaming them academically.

Andrew Hooper

Principal

School background

School vision statement

At Emu Heights Public School we will further develop a warm, safe, caring, future focused and engaging environment. We will focus on providing a learning environment, rich in opportunity, celebrating effort and achievement, building respect and resilience and equipping students to realise their potential to become lifelong learners.

School context

Nestled in the foothills of the beautiful Blue Mountains west of Sydney, Emu Heights Public School enjoys beautiful, spacious grounds in a well-maintained park-like setting.

Opened in 1972 with a student population of just 69, the school has grown to become a modern centre of learning with outstanding programs and resources.

Our school prides itself on its positive family atmosphere and is highly regarded by the local community as a friendly, caring school and inclusive in which personal excellence is nurtured and valued. Our students consistently demonstrate a cooperative, positive approach to learning and each other and embrace cultural diversity. Currently we have 5% of students who identify as Aboriginal.

The integration of STEM education, project based learning and IT skills are embedded in teaching and learning across our future focused curriculum. We also enjoy a modern IT infrastructure and access to a range of technology to support teaching and learning.

A wide range of student welfare programs support student well-being including Bounce back, Peer Support, Leadership opportunities, Kindergarten Buddies, Kids Matter, Child Protection, Bike Safety, Life Education and Interrelate.

We also offer a wide range of extra curricular activities, particularly in sport and the performing arts areas of dance, music, choir, debating and public speaking and our annual talent quest. In addition, Literacy and Numeracy week celebrations, Aboriginal cultural education, the school vegetable garden and chess club ensure a rich tapestry of learning opportunities for our students.

Significant in every program and initiative is the close partnership between our staff, children, parents, the wider community and other local schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domains of Learning, Teaching, and Leading we are at a delivering stage in all 3 areas but in some areas in each element we are sustaining and growing.

Our self-assessment process will assist our 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

Engagement and Well-Being

Purpose

To strengthen the social and emotional well-being of the school community by providing a safe, nurturing, positive learning environment where the needs of all students are valued.

Overall summary of progress

We introduced a resilience program called "Bounce Back" to the school which was well received by students and staff and gave practical examples on how to manage problems.

Staff wellbeing has improved and they are feeling more supported.

Parents and Community members engaged more in events at our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff to consistently implement Student Welfare policy and school wellbeing action plan	\$10000	Current teaching staff have knowledge of their students strengths, challenges and areas for improvement Students, staff & wider school community understand school rules, expectation for behaviour and consequences Harmony Day organised and communicated to school community Yr 6 Trained in leadership strategies All Kindergarten students have a big buddy and adjusted to school life quickly TTFM Surveys completed Regular Learning Support Meetings review student progress and social emotional needs and adjustments are made to resource allocations in a collegial and equitable way.
Increase parent and community attendance and engagement in events at our school from our 2017 baseline.	\$20000	At Emu Heights individual and cultural diversity were celebrated and a harmonious, supportive and socially cohesive school culture exists. Local schools, parents and community organisations (including Aboriginal families and the AECG) were actively engaged as partners in student learning. Professional learning and school practices have supported staff wellbeing.
Increased the proportion of students demonstrating active engagement with their learning.		
Improved attendance for all students, with a significant improvement for at risk students.		

Next Steps

Review Welfare policy and how red book and orange book work. To look at PBL

Strategic Direction 2

Teaching and Learning

Purpose

To equip our teachers to develop high standards of teaching and learning programs that provide engaging learning activities to optimise growth in all students .

Overall summary of progress

100% of students set educational and personal goals and can link their progress to the relevant learning progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students set educational and personal goals and can link their progress to the relevant learning progressions.	\$6000	Teachers programs reflect the integration of cross curricular priorities, general capabilities and assessment strategies. We have successfully developed out relationships with the local community and formed the Nepean Learning Community.
Equipping staff with skills to develop consistent assessment strategies across the school.	\$10000	Professional development in Multi-lit, TENS, Best Start and SENA was delivered. This assessment has enabled the effective differentiation of literacy and numeracy programs across the school. Professional development in SCOUT allowed staff to analyse NAPLAN data to inform teaching and learning programs. All students set educational and personal goals.
Data indicates one year's growth for one year's learning for each student and 90% of Stage 1 students achieve reading milestones RR18 (Yr1) RR26 (Yr2).	\$4000	Reporting and assessment procedures were reviewed. Planning across the Nepean Learning Community was explored in Mathematics.
All staff will demonstrate improved application and implementation of visible learning strategies into their teaching program.		

Next Steps

Equipping staff with skills to develop consistent formative assessment strategies across the school.

Strategic Direction 3

Leadership and Innovation

Purpose

To promote innovation and focus on developing our learners for the future and to provide leadership opportunities for students and staff.

Overall summary of progress

The Executive team assumed responsibility for key leadership and innovations within the school.

Teachers were involved in professional learning opportunities and visited other schools and completed research on flexible furniture and classroom initiatives

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Executive team assume responsibility for key leadership and innovations within the school.	\$30000	Increased leadership opportunities are supported and embraced, resulting in successful achievement of project and program outcomes. There was increased leadership opportunities for all staff, by providing professional development and succession planning.
Increase professional learning opportunities for teaching staff, executive and aspiring leaders to support personal aspirations, school targets, priorities and strategic directions.	\$10000	Leaders support teachers with NESA and departmental programming requirements, school priorities and improvement measures. We have worked collaboratively to build a strong leadership team to enhance the capacity of others. The leadership team participated in professional learning and were able to share their learning with others.
Innovative programs trialled and evaluated to offer opportunities for future focused learning, which include flexible learning spaces.	\$10000	Teaching programs and classroom learning spaces reflect the opportunities for students to develop 21st century learning skills. Flexible classroom furniture was purchased and placed in the Kindergarten rooms. IT was enhanced and effectively integrated into teaching and learning programs through the newly developed scope and sequence.

Next Steps

Innovative programs to be trialled and evaluated to offer opportunities for future focused learning, which include flexible learning spaces.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$7672 SLSO Support	<p>Students received additional targeted support from the Learning and Support Teachers and School Learning Support Officers.</p> <p>Their progress along the English as an additional language or dialect Learning Progression and the ESL scales was assessed and monitored by the Learning and Support Teachers in consultation with classroom teachers, documented and their progress maintained.</p>
Low level adjustment for disability	\$104880 SLSO / literacy and numeracy support Additional Learning and Support time for classes Mini Lit and Multi Lit support	<p>The Learning Support Team meets fortnightly and a case management approach to assessment and planning is supported by the new Learning Support Policy.</p> <p>All students who were identified as having additional learning needs were discussed at learning support team meetings and appropriate assessments, access requests, intervention programs, specialist support, counselling services and/or Learning and Support Teachers or School Learning Support Officer (SLSO) time. Individual Education Plans (IEPs) were also developed as required.</p> <p>Teachers highly valued the level of support provided by School Learning and Support Officers and deemed this initiative significant in achieving the developmental goals targeted in Individual Education Plans.</p> <p>All students requiring adjustments and accommodations were identified on the NCCD register and catered for within class programs, whole school strategies and Individual Education Plans.</p> <p>The learning support team works collaboratively with teachers and takes a case management approach to learning programs, assessment and planning</p>
Quality Teaching, Successful Students (QTSS)	\$ 59240 Release time for supervisors to support teachers and manage a strategic direction	<p>Quality Teaching Successful Students (QTSS) funding enhanced professional practice through the implementation of evidence-based strategies to improve the quality of classroom teaching through lesson observations, feedback, collaboration, mentoring and reflective practice.</p> <p>All supervisors had QTSS time scheduled as required. Supervisors worked with each of their team members using their PDPs as a basis for the mentoring and planning of professional learning.</p> <p>Teachers also engaged in collaborative planning for student assessment, transition, celebration of achievement and data analysis.</p> <p>Teachers worked collaboratively on developing units of work to support the new</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>\$ 59240</p> <p>Release time for supervisors to support teachers and manage a strategic direction</p>	<p>History and Geography syllabus documents</p>
<p>Socio-economic background</p>	<p>\$47720</p> <p>SLSO literacy and numeracy support.</p> <p>Teacher Release – IEPs</p> <p>Additional Teacher Time – 15 days (Literacy and Numeracy Support)</p>	<p>Funding was utilised to employ School Learning and Support Officers to support the school's Literacy and numeracy programs. NAPLAN data indicated that all targeted students achieved mid / high growth in Reading and Numeracy. Individual Education Plans (IEPs) developed.</p> <p>Every student is tracked against the Literacy and Numeracy Continuums. The data is analysed by teachers to ensure that all students are 'on track' and that any issues with achievement are identified.</p> <p>Identified students had support programs implemented to ensure ongoing achievement and further assistance was provided by the Learning and Support Teacher (LaST) or School Learning Support Officers (SLSOs) either individually or in small groups.</p>
<p>Support for beginning teachers</p>	<p>\$5000</p>	<p>All professional development goals were successfully achieved by our beginning teachers who were temporary and we did not receive any funding for but had some carry over funds from 2017.</p> <p>In 2018, our two beginning teachers completed accreditation and were provided with additional release time, support, professional development and mentoring time with their supervisors. Each attended targeted professional learning identified to support their on-going development.</p>
<p>Targeted student support for refugees and new arrivals</p>		
<p>Professional Learning</p>	<p>\$18979</p>	<p>Professional Learning funds were targeted to support teachers with their PDP goals also making sure it fitted with achieving our targets in our 3 strategic directions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	185	177	175	177
Girls	150	153	160	147

In 2018, the school had a total enrolment of 330 students. Of these 6% identified as Aboriginal and 7% identified as having English as a second language.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.9	95.5	96.5	94.6
1	93.9	94.7	94.1	95.5
2	96.1	94.4	95.8	94
3	96.1	94.5	96.6	95.1
4	96	95.5	95.6	94.5
5	94.9	94	94.7	94.4
6	94.7	95	94.9	92.4
All Years	95.7	94.7	95.5	94.3
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

- Attendance rates continue to be above the state average.
- Student non-attendance is monitored through roll marking and followed up by class teachers and one of our Assistant Principals who liaises with families and the HSLO as necessary.
- Requests for explanation of unexplained absences are sought from parents if they have not been received within 7 days of the absence.

- Given our high rates of regular attendance no specific programs were required to be implemented.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.57
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.92

*Full Time Equivalent

We have two staff members who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Teacher professional learning is a key element in ensuring all teachers are continually engaging in current educational research and have the opportunity to reflect collaboratively and individually on their professional practice. Professional learning is closely aligned to the school's strategic directions.

All teachers, administration staff, and where appropriate, casual teachers, participated in our 2018 Professional Learning programs, staff meetings and participated in a range of professional learning relevant to their positions, professional learning plans and the school plan.

This Included:

DEPARTMENT OF EDUCATION PROGRAMS

- Child Protection Training

- CPR and face to face Anaphylaxis Training
- Code of Conduct Training
- Fraud and Corruption Training
- OLIVER Training
- National Disability Data Collection Program
- Working With Children Check – Policy Introduction and compliance
- DOE Sport Policy
- SAP Training
- HR Training

SCHOOL SPECIFIC PROGRAMS

TPL conducted as part of weekly professional learning meetings included:

- Diabetes awareness training for all staff. School Learning support officers and class teachers attended a more in–depth program at Westmead Hospital.
- Health care training
- First Aid training (administration staff)
- Bounce back training
- School Excellence Framework
- Review of school performance against the School Excellence Framework
- Formative Assessment initiative
- Vision support training
- Analysing writing using NAPLAN criteria.
- NAPLAN On–Line Training
- Target Early Numeracy (TEN)
- DOE sport Policy
- Developing new Geography units
- On–line safety training and strategies to support students' safe use of the Internet
- Review of school NAPLAN performance
- BOSTES teacher accreditation processes and updates.
- Technology, Microsoft and school specific software
- LMBR computer systems
- Aboriginal Education Policy and the 8 Ways Of Knowing – training in Aboriginal pedagogy
- Rugby League coaching and K–2 fitness workshops
- Establishment of a Nepean Learning Community NLC.
- Administrative PDP introduction
- BPC and EFPT training for financial management
- reviewing of School Plan
- Filmpond
- Beginning Teachers
- Community Engagement
- Penrith PPA Principals' meetings and conferences

By the end of 2018 all teaching staff had also been accredited at proficient level by NESA.

Expenditure on Professional Learning in 2018 \$18979

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	205,226
Revenue	2,795,719
Appropriation	2,576,443
Sale of Goods and Services	19,531
Grants and Contributions	196,653
Gain and Loss	0
Other Revenue	0
Investment Income	3,091
Expenses	-2,774,793
Recurrent Expenses	-2,774,793
Employee Related	-2,394,466
Operating Expenses	-380,327
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,926
Balance Carried Forward	226,152

Expenditure is allocated to ensure the efficient operation of the school and to ensure the strategic directions of the school plan are adequately resourced. Review of the budget occurs on a regular basis in consultation with the school's finance committee. The school utilised the BPC in its financial management processes and adhered to governance structures to meet financial policy requirements.

Tree management and the acquisition of ICT resources were again areas of significant expenditure as well as playground improvements. We continued funding of additional Learning and Support Officers to support student learning.

Additional resources were purchased to support innovation.

The school is currently saving for planned capital expenditure to replace ageing interactive whiteboards, procure flexible classroom furniture and continue the upgrade of our ICT resources and playground facilities.

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	2,145,678
Base Per Capita	64,779
Base Location	0
Other Base	2,080,900
Equity Total	165,997
Equity Aboriginal	5,726
Equity Socio economic	47,720
Equity Language	7,672
Equity Disability	104,880
Targeted Total	78,184
Other Total	106,628
Grand Total	2,496,487

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 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 6. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

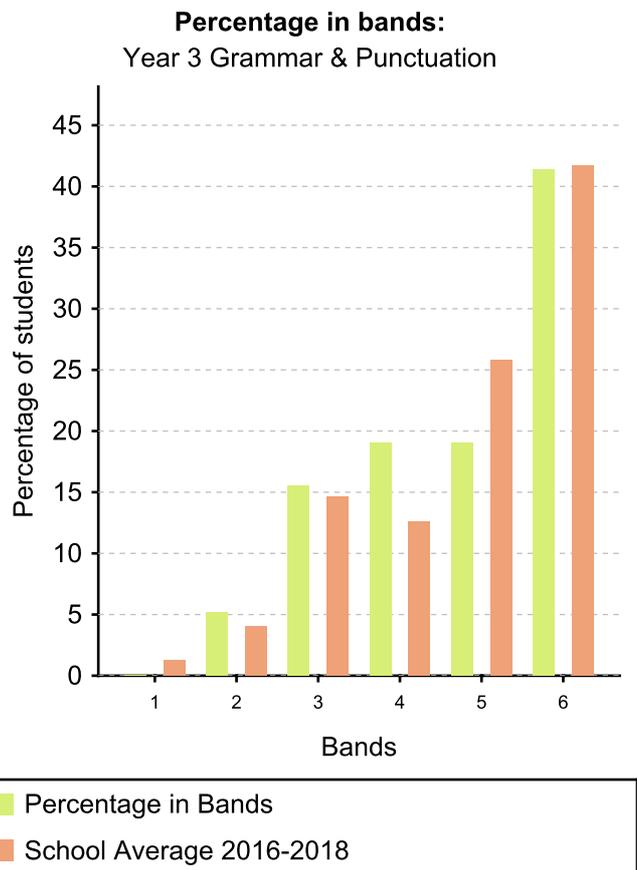
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

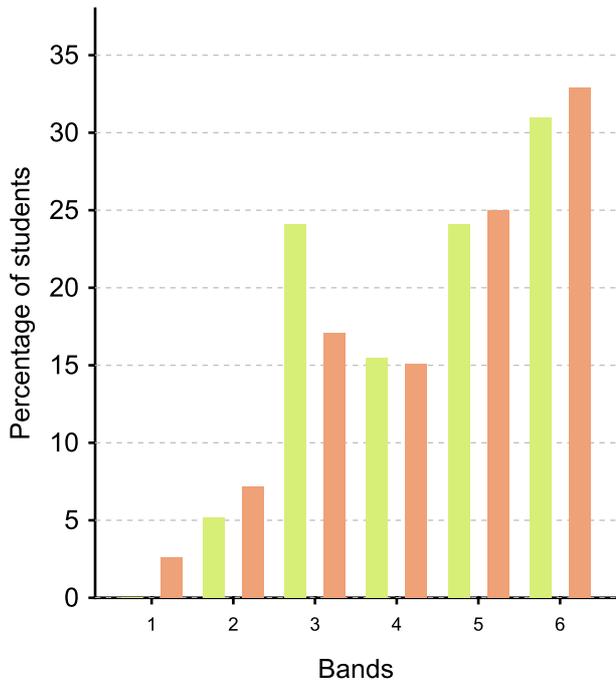
Our Year 3 results in grammar and punctuation show that we have 60% of our students in the top 2 bands compared to the state having 48%. In our year 3 reading we have 52% of students in the top 2 bands compared to the state having 51%. In spelling we have 63.8% of our students in the top 2 bands compared to the state having 50.4%. In writing we were 4.4% below the state average in the top 2 bands.

Our Year 5 results in grammar and punctuation show that we have 37% of our students in the top 2 bands compared to the state having 33.8%. In our year 5 reading we have 36.4% of students in the top 2 bands compared to the state having 35.2%. In spelling we have 44.4% of our students in the top 2 bands compared to the state having 34.8%. In writing we were 4.6% below the state average in the top 2 bands.

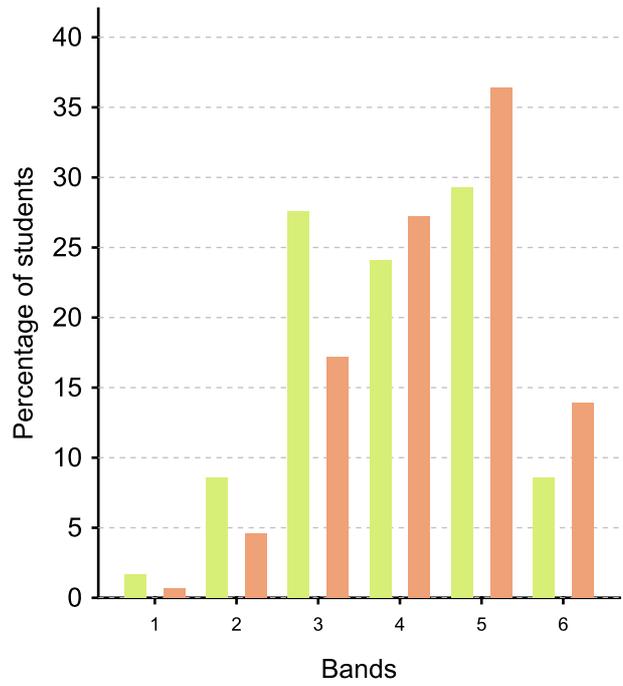
In summary it shows that we are achieving above state average in both years 3 and 5 for grammar and punctuation, spelling and reading but fall just below state average with our writing.



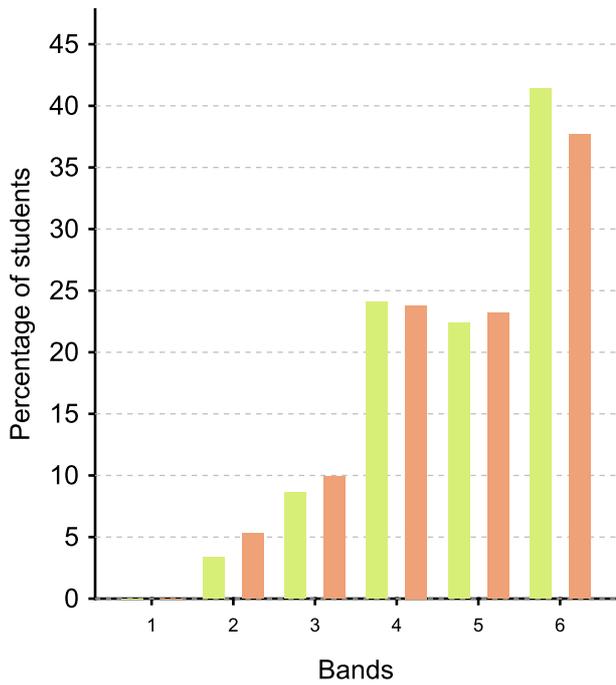
Percentage in bands:
Year 3 Reading



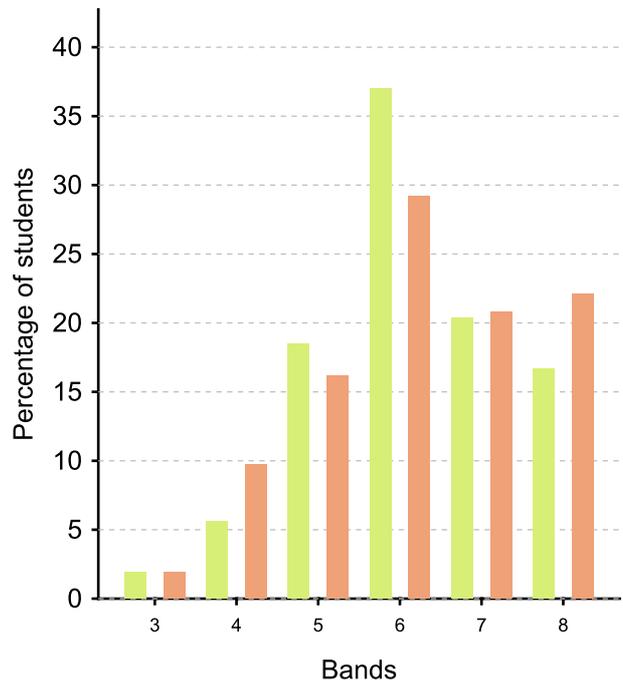
Percentage in bands:
Year 3 Writing



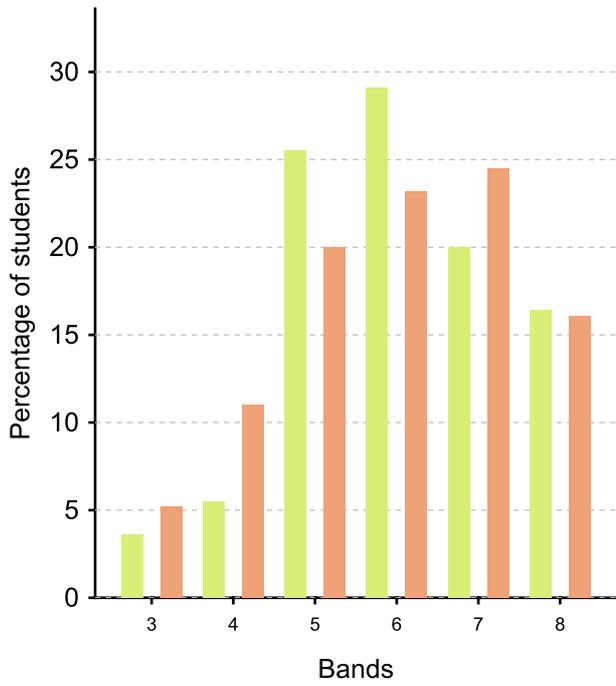
Percentage in bands:
Year 3 Spelling



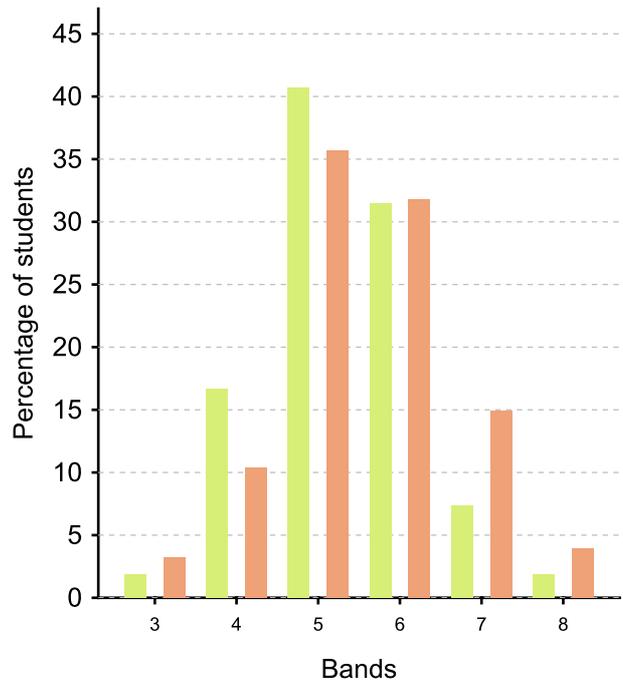
Percentage in bands:
Year 5 Grammar & Punctuation



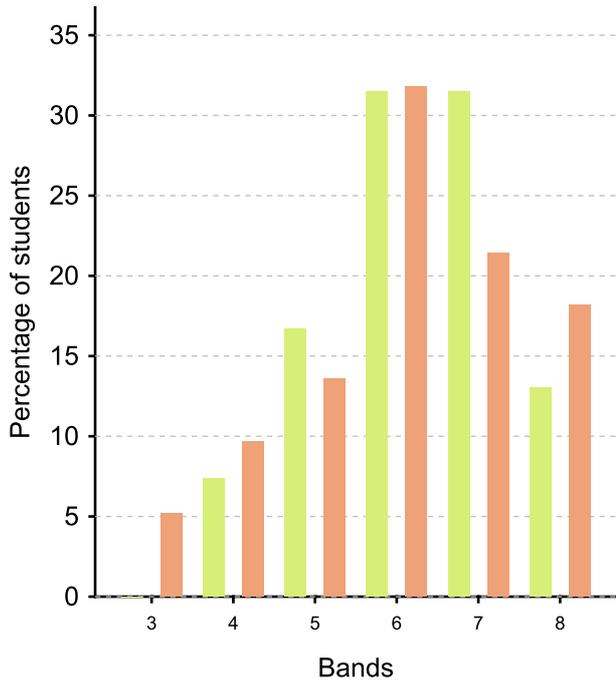
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



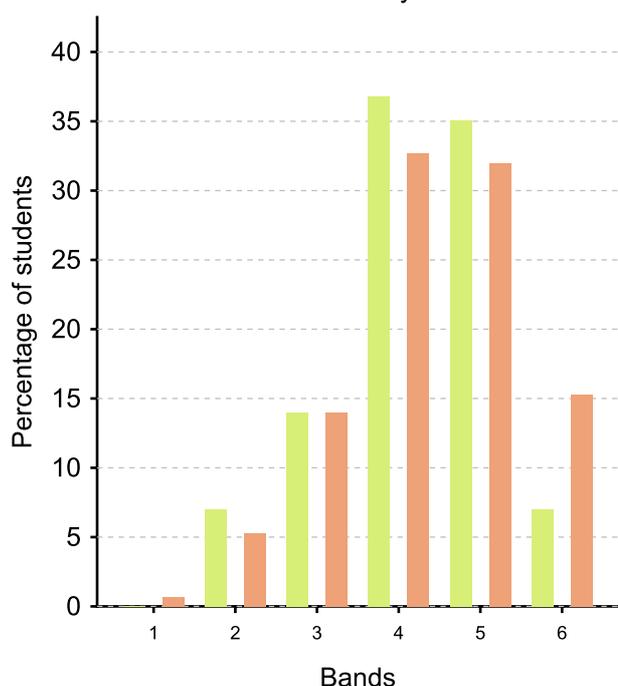
Percentage in bands:
Year 5 Spelling



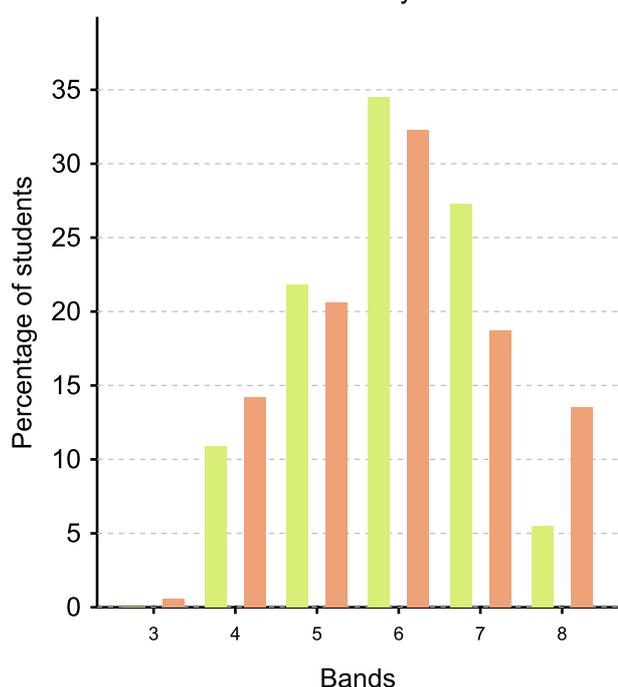
In year 3 we have 42.1 % of students in the top 2 bands compared to the state having 41%. In year 5 we have 32.7% of students in the top 2 bands compared to the state having 29%.

In summary we are achieving above state average in the top 2 bands for numeracy for both year 3 and year 5.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for

students in the top two NAPLAN bands

Parent/caregiver, student, teacher satisfaction

Our school enjoys strong support and participation from parents and the local community. Many parents volunteer their time to assist in educational programs as reading tutors, sport helpers and with creative arts programs.

The parent information evenings and parent teacher interviews were well attended. Parents are regularly invited to the school to participate in school functions such as morning assemblies, the leadership assembly, Easter Extravaganza, Annual 'Athon, ANZAC Ceremony, Education Week, open classrooms and all sporting carnivals and competitions.

In 2018, the school sought feedback from parents, students and teachers about the school in a variety of ways including:

- Parent feedback through our monthly P&C meetings
- A parent survey regarding the format and content of the school newsletter
- Parent and staff curriculum surveys
- Questionnaires and invitations for feedback in our weekly newsletter
- Teacher surveys and evaluations as part of our school management plan review.
- Evaluations as part of our work implementing the School Excellence Framework
- Student voice – particularly through our Student Representative Council
- Informal feedback during discussions / meetings

The school uses the *Tell Them From Me Survey* tool to seek the opinions of the parents, students and teachers on our educational programs, and school culture.

Policy requirements

Aboriginal education

Aboriginal perspectives are incorporated in an authentic and meaningful way as part of the Learning Across the Curriculum content in all subject areas to enable students to gain a greater knowledge and understanding of Aboriginal history and culture.

This was further enhanced through NAIDOC week celebrations building upon their understanding of, and respect for, Aboriginal culture and heritage. Outside Aboriginal support officers came from Western NSW to help run our day and support teachers with NAIDOC activities

The 'Acknowledgement of Country' is a part of our assemblies and special events, and the daily flying of the Aboriginal flag continues to be a physical symbol of our commitment to increase students' understanding and appreciation of Aboriginal heritage.

The school engages in the Blue Mountains Aboriginal Education Consultative Group (AECG) and attended regular meetings.

Personal Learning Plans which focused on the achievement of agreed learning goals were developed and implemented for all Aboriginal students. School Learning Support Officers (SLSOs) also provide additional in-class support for our Aboriginal students.

Multicultural and anti-racism education

The number of families where a language in addition to English is spoken at home remained consistent at 7% in 2018.

We actively promote opportunities for students to participate in learning experiences that explore our diversity and shared Australian culture.

Multicultural perspectives are incorporated in a meaningful way as part of the 'Learning Across the Curriculum' content in all syllabus documents.

Specific cultural studies are incorporated into our Human Society and its Environment curriculum and supported through studies of literature, music, art and writing to enhance the students' understanding and tolerance of cultural difference. Harmony Day celebrations conducted in 2018, reinforced these messages and are an annual event at our school.

School Learning Support Officers also provide additional in-class support for our students as required.