

Edensor Park Public School

Annual Report



2018



4583

Introduction

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

Matthew Santucci

Principal

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School background

School vision statement

At Edensor Park Public School we are committed to fostering the development of the whole child by building a positive culture and being active citizens.

School context

Edensor Park Public School was established in 1989. There are approximately 300 students enrolled from Kindergarten to Year 6. Students come from diverse language backgrounds with approximately 83% from language backgrounds other than English. There are 29 languages represented within the school community with Arabic, Assyrian and Vietnamese being the predominant groups. The FOEI (Family occupation and employment index) for 2016 is 124, which is higher than the average of 100. The parent community values education and have high expectations for their children. Edensor Park Public School is committed to early intervention programs and improving student outcomes in Literacy and Numeracy. Most of the teaching staff are experienced with all staff having taught 5 or more years. There are 32 school based personnel including executive staff, classroom teachers, specialist teachers, school counsellors and administrative staff including School Learning Support Officers.

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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Edensor Park Public School is a place where students are encouraged to excel academically, socially and emotionally. Clear expectations of behaviour and performance are explicitly taught to students in a range of settings, both inside and outside of the classroom. Teachers regularly review and revise teaching and learning programs, ensuring that high quality learning experiences are provided to all students. Edensor Park is sustaining and growing its management of resources and learning spaces, and providing access to flexible learning options for students. Ongoing opportunities for the school community to provide feedback are inherent in ongoing school evaluation and improvement processes. Firm partnerships in student learning continue to be part of every day learning at Edensor Park Public School. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Learning: Learning Culture

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: High expectations

Sustaining and Growing

There is demonstrated commitment within the school community that all students make learning progress.

Partnerships with parents and students support clear improvement aims and planning for learning.

Theme: Attendance

Delivering

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

The school community celebrates regular and improved attendance.

Sustaining and Growing

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Learning: Wellbeing

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Caring for students

Sustaining and Growing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Theme: A planned approach to wellbeing

Delivering

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.

The school plans for and monitors a whole school approach to student wellbeing and engagement.

Theme: Individual learning needs

Sustaining and Growing

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Theme: Behaviour

Delivering

The school's wellbeing approach focuses on creating an effective environment for learning.

Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

Learning: Curriculum

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Curriculum provision

Delivering

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

Theme: Teaching and learning programs

Sustaining and Growing

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Theme: Differentiation**Sustaining and Growing**

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Learning: Assessment

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Formative assessment**Sustaining and Growing**

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Theme: Summative assessment**Sustaining and Growing**

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Theme: Student engagement**Sustaining and Growing**

Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Theme: Whole school monitoring of student learning**Delivering**

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Learning: Assessment

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opportunities for students to receive feedback on their learning.

Theme: Whole school monitoring of student learning

Delivering

There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Learning: Reporting

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Whole school reporting

Sustaining and Growing

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Theme: Student reports

Delivering

Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.

Theme: Parent engagement

Sustaining and Growing

Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Learning: Student performance measures

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Value-add

Delivering

The school's value-add is not significantly lower than the value added by the average school.

Theme: NAPLAN

Delivering

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

Theme: Student growth

Delivering

The school identifies growth targets for individual students, using internal progress and achievement data.

Theme: Internal and external measures against syllabus standards

Delivering

The school uses internal as well as external assessments (such as NAPLAN) to assess student progress and achievement against syllabus outcomes.

Teaching: Effective Classroom Practice

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Lesson planning

Delivering

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

Teachers regularly use student progress and achievement data to inform lesson planning.

Sustaining and Growing

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Theme: Explicit teaching

Delivering

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Theme: Feedback

Sustaining and Growing

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Theme: Classroom management

Sustaining and Growing

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teaching: Data Skills and Use

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Data literacy

Delivering

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Theme: Data analysis

Delivering

The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Theme: Data use in teaching

Delivering

Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS) with internal measures to build consistent and comparable judgement of student learning.

Theme: Data use in planning

Delivering

Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Teaching: Professional standards

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Improvement of practice

Delivering

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

Theme: Accreditation

Delivering

Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.

Theme: Literacy and numeracy focus

Sustaining and Growing

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching: Learning and Development

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Collaborative practice and feedback

Delivering

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.

Theme: Coaching and mentoring

Sustaining and Growing

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Theme: Professional learning

Sustaining and Growing

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Theme: Expertise and innovation

Delivering

Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas.

Technology and learning spaces are utilised to enhance student learning.

Sustaining and Growing

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading: Educational leadership

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Instructional leadership

Delivering

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.

Theme: High expectations culture

Delivering

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

Theme: Performance management and development

Delivering

The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff.

Theme: Community engagement

Delivering

Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Leading: School Planning, Implementation and Reporting

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Continuous improvement

Delivering

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

Theme: School plan

Delivering

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.

Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

Theme: Annual report

Delivering

The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

Leading: School Resources

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Theme: Staff deployment

Delivering

The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.

Theme: Facilities

Sustaining and Growing

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Theme: Technology

Delivering

Technology is accessible to staff and students.

Sustaining and Growing

Technology is effectively used to enhance learning and service delivery.

Theme: Community use of facilities

Delivering

The school plans for community use of school facilities.

Theme: Financial management

Delivering

The priorities in the school plan drive financial decisions.

Sustaining and Growing

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Leading: Management Practices and Processes

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Theme: Administrative systems and processes

Delivering

Administrative practices and systems effectively support school operations and teaching.

Sustaining and Growing

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness,

evidence, and in response to local context and need.

Theme: Service delivery

Delivering

All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

Theme: Community satisfaction

Delivering

The leadership team measures school community (parent and student) satisfaction.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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Strategic Direction 1

Teaching and Learning

Purpose

To build capacity for teachers to cater for all needs and ensure teacher consistency. To develop each teacher's skill to promote improved student learning. This will foster a collaborative learning and leading culture where teachers are provided with leadership opportunities.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy.	Capacity building professional learning expenditure totalled \$18,389	26.1% of Year 5 students in Top 2 bands compared to 19.5% in 2017. Year 3 in Top 2 bands in 2018 was 33.3% compared to 42.4% in 2017.
Increase in the percentage of students demonstrating expected growth in numeracy.	Capacity building professional learning expenditure totalled \$18,389	34.4% of Year 3 students in Top 2 bands compared to 31.3% in 2017. Year 5 in Top 2 bands in 2018 was 32.6% compared to 31.7% in 2017.
Increase the number of students in the top two bands for literacy in NAPLAN.	Capacity building professional learning expenditure totalled \$18,389	26.1% of Year 5 students in Top 2 bands compared to 19.5% in 2017. Year 3 in Top 2 bands in 2018 was 33.3% compared to 42.4% in 2017
Increase the number of students in the top two bands for numeracy in NAPLAN.	Capacity building professional learning expenditure totalled \$18,389	68.9% of Year 5 students achieved at or above expected growth in numeracy in 2018, higher than the state proficiency level of 53.2%.
All staff will increase their confidence and ability to differentiate for all of the learning needs in their class.	Capacity building professional learning expenditure totalled \$18,389	Class teachers' programs and lesson plans reflect the change required to accommodate differentiation for all of the learning needs with a 100% involvement by staff.
An increase in teacher consistency demonstrated across the school.	Capacity building professional learning expenditure totalled \$18,389	Through working collaboratively with colleagues, all staff set their own personalised goals for improvement through the implementation of the Performance and Development Framework. Through observations, collaboration and feedback, executive staff supported the setting and monitoring of these goals.
An increase in the number of staff taking up varied leadership opportunities.	Capacity building professional learning expenditure totalled \$18,389	Leadership is distributed across all staff.

Next Steps

NAPLAN

School to transition to NAPLAN online in 2019. Professional learning to be conducted in forming paragraphs and writing for an audience to address identified areas of weakness.

Programs

Supervisors to continue to collect and review programs with a focus on variations being made to ensure differentiation occurs to accommodate all learners.

Strategic Direction 2

Life Long Learners

Purpose

To empower students to be well-balanced, resilient and mindful. To foster a passion for lifelong learning that will ensure an ongoing, voluntary and self-motivated pursuit of knowledge. To create opportunities for students to proactively and assertively thrive in an information rich and technology driven environment.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 2 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in wellbeing awareness and a sense of inclusion and belonging.	\$26,340	A growth mindset and mindfulness program was implemented across the school. As a result, lessons focusing on resilience, core values, friendship and wellbeing are being incorporated in all classrooms. Students are becoming more self-aware and are beginning to monitor their own emotional wellbeing. This has led to a reduction in suspensions and serious incident reports based on student behaviour.
All teaching staff actively involved in supporting wellbeing and inquiry programs.	\$26,340	A consistent effort on behalf of staff, has improved student wellbeing and has resulted in students becoming more self aware. Funds used for Wellbeing days to implement wellbeing and inquiry programs
A significant increase in students demonstrating creative and critical thinking skills.		Students have participated in creative and critical thinking activities and the feedback was positive. These processes will continue.
A higher proportion of students demonstrating resilience.		
Students are involved in curricular activities.		The number of students involved in extra-curricular activities continues to be high at EPPS.

Next Steps

Teachers will continue to develop and deliver a rigorous and differentiated curriculum that caters for all needs. Effective implementation of future focused learning pedagogies will continue to be embedded in teaching and learning programs.

Future directions:

- Continue to implement a whole school integrated approach to student wellbeing in which students connect, succeed and thrive at each stage of their learning.
- Draw on research and evidence to develop and implement high quality teaching practices when delivering curriculum.
- Refine assessment practices based on research and evidence to deliver assessment practices that effectively measure performance and guide programming, reporting and evaluation.

Strategic Direction 3

Community Engagement

Purpose

To grow and sustain an inclusive and active relationship with the local community that fosters collegiality and shared success. The school will develop and maintain strong and sustainable community partnerships that aspire to improve outcomes for students, nurturing pride in the school and the wider Edensor Park community.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student participation in school and wider community programs and events, building stronger community connections.	School Leadership activities school funded.	Students are offered leadership opportunities within classrooms and across the school. Class representatives are elected to be part of the SRC and meet regularly to discuss school programs and initiatives. Student leaders continued to be offered leadership opportunities around the school.
Increase in participation in parent information workshops, with greater parental engagement in student learning.		Community has indicated that they would like to be involved in their child's learning where it is valued and needed.
An increase in staff participation in peer teaching and shared networking opportunities.	In-school Professional Learning around effective teaching instruction.	All staff have attended professional learning that supports their identified learning goals in peer teaching and shared networking opportunities.

Next Steps

Edensor Park Public School will continue to provide opportunities and learning for leadership for students, staff and the community. We will continue to develop knowledge to meet the needs of our culturally diverse and future focused education system.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,479	Equity funding received as Aboriginal background loading was used in the employment of a school learning support officer (SLSO) who provided additional support to targeted Aboriginal students.
English language proficiency	\$36,846	An EAL/D specialist teacher works with the classroom teachers to make appropriate language adjustments to the core curriculum to ensure all students have access to the curriculum based on their needs. Flexible support and teaching options allowed students to participate in intensive language and literacy sessions with the EAL/D teacher and receive additional support in their classroom.
Low level adjustment for disability	\$29,947	All students identified through referral to the Learning and Support Team were assessed and support provided through LaST. Students identified with targeted funding were supported in class with an SLSO.
Socio-economic background	\$193,600	School initiatives included the purchase of resources, additional support staff, additional teaching staff, resourcing to support each class and student welfare and professional learning.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	150	149	146
Girls	137	133	134	134

Edensor Park Public School continues to maintain enrolment numbers welcoming new students each year to a range of grades from families within the school's catchment area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	92.2	90.3	93.6
1	93.2	96.6	91.7	90.9
2	94.8	93.8	95	92.7
3	94.6	93.1	92.5	93.9
4	95.5	95.5	92.9	92.7
5	94.2	93.3	93.6	93.2
6	94.2	93	93.1	93.2
All Years	94.6	94	92.8	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 notifies all parents of their responsibilities under the Education Act to ensure their children attend school regularly. Classroom teachers contact parents promptly if student absences remain unjustified. Weekly stage meetings incorporate discussion about student attendance concerns which are then flagged with the school's Learning Support Team (LST) for review, and strategies implemented to improve student attendance. Attendance data regularly analysed by stage teams and

the LST. Regular consultation by the Principal, Assistant Principal with the Home School Liaison Officer (HSLO) to put support and strategies in place to target students of concern. This consultation reviews data on students' attendance. For identified students with partial and non-attendance, below 85%, the classroom teacher communicates with parents and monitors the student's attendance. If improvement has not been made, it is referred to the Principal who follows attendance guidelines in consultation with the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.74
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	2.62
Other Positions	0.8

*Full Time Equivalent

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

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

The Professional Learning program at Edensor Park Public School is recognised as providing vital training for improving teachers' skills, competencies and knowledge and in turn improving learning outcomes for students. Teacher professional learning is informed by the school's targets with reference to the strategic plans

for the Department of Education and is available for all staff. Funds expended in this area are for course fees and for providing relief for staff members from their regular duties in order that they can attend training sessions. In 2018, members of staff participated in professional learning at regular staff meetings which focused on literacy, numeracy and teaching with new school technology as well as mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis. Teachers also undertook courses externally in External Validation, PLAN 2, Literacy and Numeracy. Teachers took part in Language, Literacy and Learning (L3) training throughout the year. Aspiring school leaders participated in local network meetings and leadership courses. Staff also attended school staff development days, which included a range of professional learning activities with the focus on student wellbeing and mindfulness.

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	589,203
Revenue	3,162,086
Appropriation	3,034,905
Sale of Goods and Services	35,479
Grants and Contributions	86,368
Gain and Loss	0
Other Revenue	0
Investment Income	5,335
Expenses	-2,856,975
Recurrent Expenses	-2,856,975
Employee Related	-2,585,339
Operating Expenses	-271,635
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	305,112
Balance Carried Forward	894,315

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

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	2,008,670
Base Per Capita	54,723
Base Location	0
Other Base	1,953,946
Equity Total	440,864
Equity Aboriginal	3,479
Equity Socio economic	224,834
Equity Language	99,313
Equity Disability	113,237
Targeted Total	49,326
Other Total	479,988
Grand Total	2,978,848

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.

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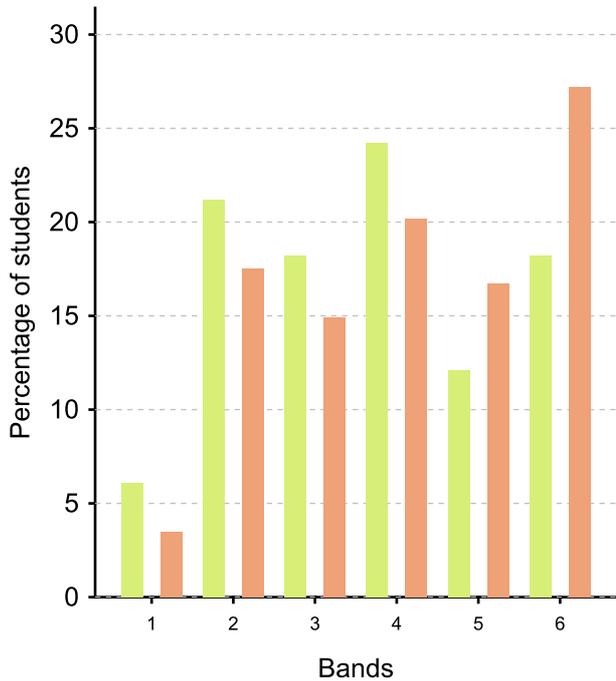
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

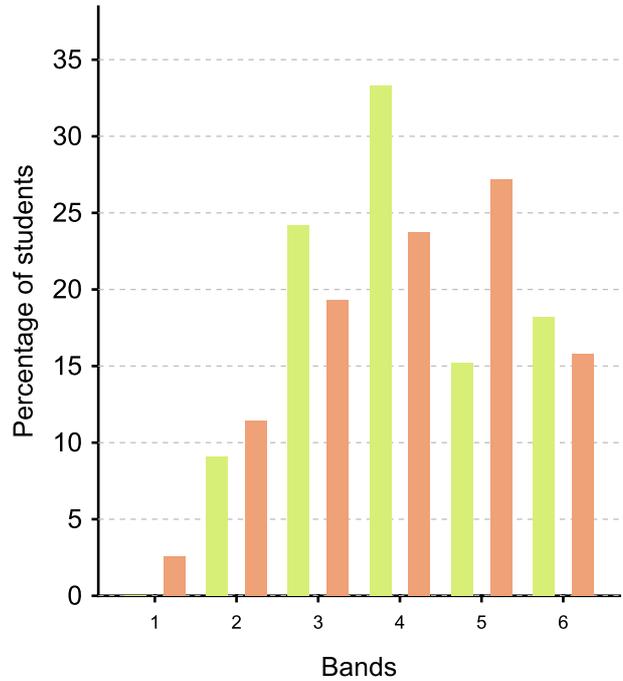
take into consideration the different test formats and are discouraged during these transition years.

In 2018, in accordance with the Premier's priorities: Improving education results: An average of 33.33% of Year 3 students and an average of 26.09% of Year 5 students scored in the top 2 NAPLAN bands for reading. Teachers continue to implement evidence based teaching practices. School based evidence shows teachers participating in well-resourced and timely professional learning in a collaborative team environment to enhance teaching and learning as well as developing a deeper understanding of curriculum and effective pedagogy which is driving improvement trends. Teaching and assessment is responsive and personalised to meet the unique needs of each student.

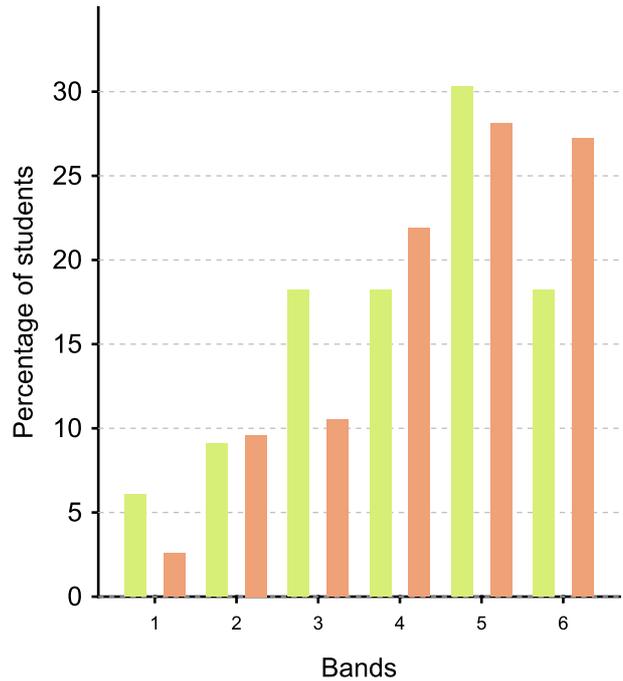
Percentage in bands:
Year 3 Grammar & Punctuation



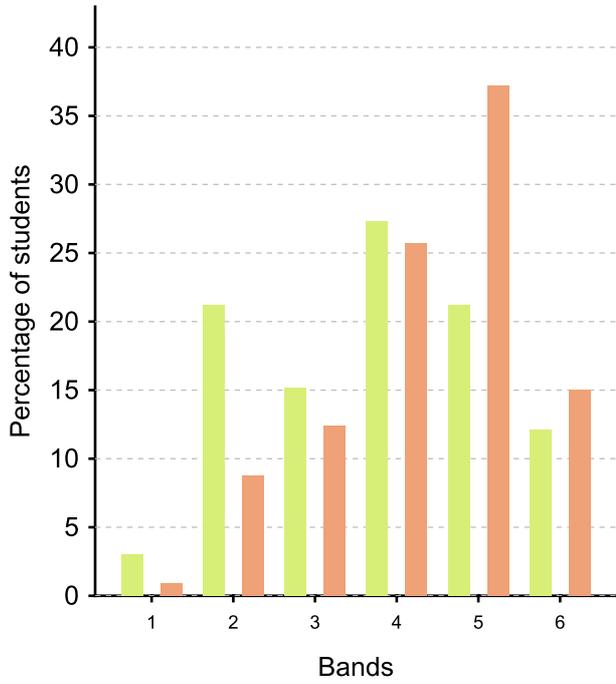
Percentage in bands:
Year 3 Reading



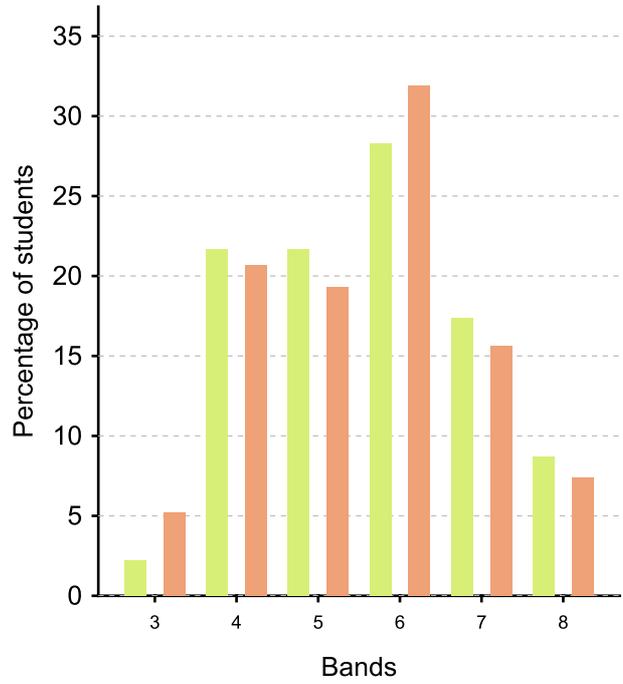
Percentage in bands:
Year 3 Spelling



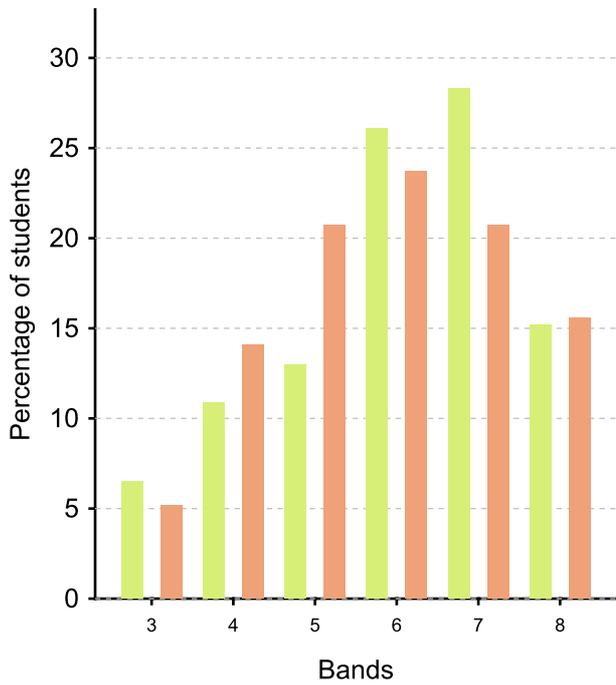
Percentage in bands:
Year 3 Writing



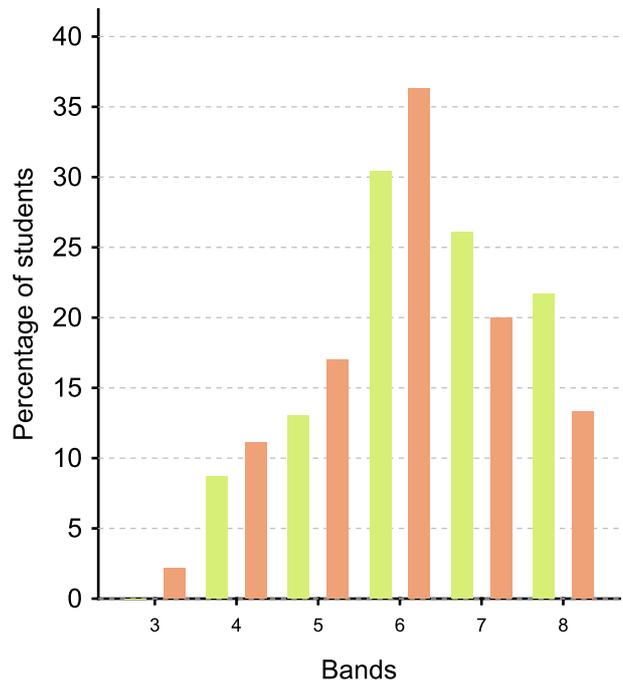
Percentage in bands:
Year 5 Reading



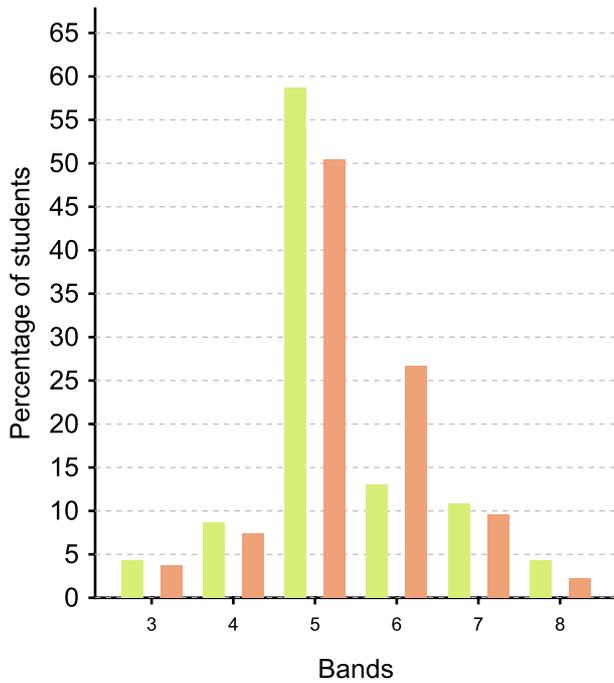
Percentage in bands:
Year 5 Grammar & Punctuation



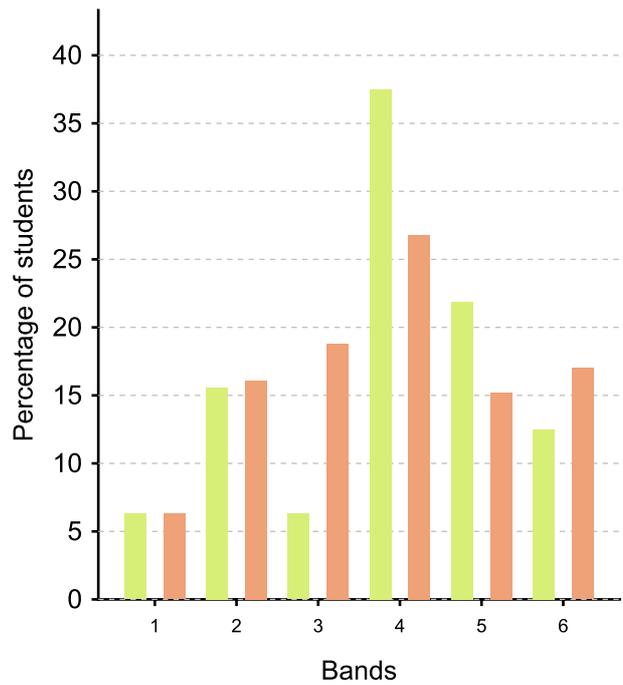
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



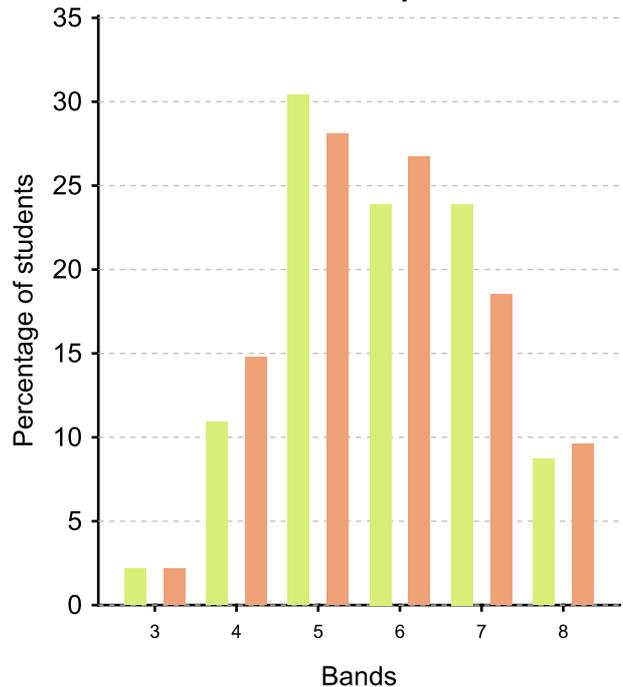
Percentage in bands:
Year 3 Numeracy



In 2018, in accordance with the Premier's priorities: Improving education results: An average of 34.38% of Year 3 students and an average of 32.61% of Year 5 students scored in the top 2 NAPLAN bands for numeracy. Teachers continue to implement evidence based teaching practices. School based evidence shows teachers participating in well-resourced and timely professional learning in a collaborative team environment to enhance teaching and learning as well as developing a deeper understanding of curriculum and effective pedagogy which is driving improvement trends. Teaching and assessment is responsive and personalised to meet the unique needs of each student.

Band	1	2	3	4	5	6
Percentage of students	6.3	15.6	6.3	37.5	21.9	12.5
School avg 2016-2018	6.3	16.1	18.8	26.8	15.2	17

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.2	10.9	30.4	23.9	23.9	8.7
School avg 2016-2018	2.2	14.8	28.1	26.7	18.5	9.6

In 2018, no Aboriginal students sat for NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2018, students were questioned about student outcomes and school climate. Once again, results indicate that students have a high rate of social engagement and participation in school extra-curricular activities such as art, drama and music. Students felt a high sense of belonging and form positive teacher/student relationships. Students also felt that classroom instruction is relevant to their daily lives. Areas for further development were ensuring student learning experiences are challenging for all students and developing a more resilient attitude towards learning from their mistakes. Overall, the students responses to the survey indicated they are actively engaged in the life of the school and value their learning opportunities at school. This is reflected in their positive behaviour both in classrooms and the playground.

The parent survey was completed both online and through our parent forum. Parents who took part in the survey responded positively about feeling welcome at the school by both administrative and teaching staff.

Parents and carers surveyed reported that:

- they felt part of an inclusive school culture.
- they are welcomed when they visited the school.
- they are well informed about school activities.
- teachers have very high expectations for their child to succeed in learning and their child is encouraged to do their best work. 90% of parents surveyed were happy about their child's learning.



Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is inline with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. Aboriginal perspectives are also incorporated into special days and school occasions. The school also incorporates Welcome to Country into assemblies.

Multicultural and anti-racism education

Edensor Park Public School is proud of its rich multicultural community. Approximately 89% of students have a language background other than English. English as an Additional Language/Dialect(EAL/D) is supported at the school. Tolerance and acceptance are promoted through our core school value of respect. In 2018 the school celebrated Harmony Day and the students enjoyed learning about their similarities and differences and what makes each of them unique. The school also has a anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.