

Engadine Public School

2019 Annual Report



1845

Introduction

The Annual Report for 2019 is provided to the community of Engadine 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.

School contact details

Engadine Public School
Waratah Rd
Engadine, 2233
www.engadine-p.schools.nsw.edu.au
engadine-p.school@det.nsw.edu.au
9520 8559

Message from the principal

This 2019 Annual Report celebrates the many achievements of our wonderful school community.

Throughout 2019 we have made exceptional gains in the areas of: student wellbeing, literacy and numeracy development and future focused learning. Our strategic direction projects – Positive Behaviour for Learning (PBL), 7 Steps in Writing Success and STEM – have been led and implemented by Instructional Leaders and have yielded improved student outcomes in each area.

Our students, staff and families have worked well together and should be justifiably proud of our growth and of our positive community spirit.

I am proud to be the principal of such an inclusive, caring and thriving school community: at Engadine Public School we know, value and care for every student.

Sara Swift

School background

School vision statement

Engadine Public School promotes an inclusive, collaborative environment which is committed to quality, innovative teaching, learning, leadership and positive partnerships between students, staff and the community.

School context

Engadine Public School was established in 1932 and is situated in the centre of the Engadine township. In 2019, the school comprises of 14 mainstream classes and 4 support classes (IO, IM and 2 Autism).

Engadine Public School provides a culture that excels in exhibiting the attributes of a happy and safe environment. Student welfare is highly valued by the school community and a comprehensive range of programs and initiatives is in place to ensure the safety and wellbeing of all students, as well as to promote self confidence and self-esteem. We also value the empowerment of students to be self-directed and responsible for their own learning and behaviour.

The school places a strong emphasis on providing quality educational programs and offers a broad range of extra-curricular activities. Our varied and balanced curriculum emphasises deep knowledge and understanding, addresses individual needs and values enjoyment of the learning process.

The school enjoys strong parent support and works in conjunction with an active P&C which supports teaching and learning activities.

The school is committed to ongoing improvement to support the needs and aspirations of students, parents, community and staff in line with our shared vision statement. The enhancement of engaging classrooms, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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.

For more information about the School Excellence Framework:

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

Learning

Throughout 2019 we have focused on embedding best practice in the areas of literacy and numeracy. We have developed a consistent approach across the school to the planning, teaching, assessment and evaluation of these fundamental areas.

Our newly developed (2018) scope and sequence for Maths was used across the school and reviewed at the end of the year. Staff have provided positive feedback, indicating that the new scope and sequence allows time for consolidation of key concepts and skills as well as supporting consistency for assessment and reporting to parents.

2019 saw the implementation of a targeted writing program called 7 Steps in Writing Success. We chose to fund an Instructional Leader as a means of supporting and mentoring teachers across the school to improve teaching practice and embed the program. The results have been exceptional, with previously reluctant students demonstrating significant improvement and motivation. This strong foundation built by the Instructional Leader will now be generalised as part of each teacher's teaching and learning program moving forward.

Learning at Engadine Public School continues to reflect our future-focused commitment and our STEM team has developed a program that integrates dynamic, up to date ICT resources and lessons such as robotics and 3D printing for all students.

Across all Key Learning Areas our learning is strong, focused and evidence based. Referrals to the school's Learning and Support Team have continued to result in the collaborative development of targeted learning plans, which enhance effective differentiation and improved student learning outcomes.

Teaching

Staff has continued to demonstrate high performance against the Australian Professional Standards; teacher capacity and practice continues to improve ensuring every student experiences high quality teaching. The Performance and Development Framework (PDF) provides an effective springboard for discussions and planning around professional learning needs and areas of interest and our Classroom Observation procedures enable teachers to reflect and self-assess their practice in a collaborative and supportive environment.

School Development Days (SDD) and targeted professional learning courses as identified through Professional Development Plans (PDPs) have provided a range of learning experiences for staff which have aligned with our current strategic goals. All staff has engaged with professional learning in the areas of: 7 Steps in Writing Success, Positive Behaviour for Learning (PBL), Science, Technology, Engineering and Mathematics (STEM), as well as all the regular mandatory training. Targeted staff has received instruction in: the new PDHPE curriculum, the new High Potential and Gifted Education (HPGE) policy and PBL.

Leading

Our leadership teams and individuals model instructional and distributed leadership and support a culture of high expectations and community engagement, which continues to result in sustained and measurable school improvement. Throughout 2019 staff received specific mentoring and development in order to build their leadership and management skills. The Instructional Leader roles undertaken by three members of the executive team built collective staff efficacy in the areas of Literacy, Positive Behaviour for Learning and in future-focused learning.

Stage Teams are led strategically, with a focus on program evaluation, student progress and achievement and high quality service delivery. Each team works as a professional learning community and promotes a culture of rigorous self-reflection, open and collegial dialogue and team responsibility. All staff communicate honestly and positively with community working from the knowledge that parents are our partners in education.

Our school plan is at the core of our continuous improvement measures, with our school's vision and strategic directions evident in our activities. Our goals are discussed regularly in weekly forums such as our newsletter, in face to face meetings and parent information sessions and through our Parents and Citizens group. Input and feedback is regularly sought from students, staff and parents throughout the year via Tell Them From Me Surveys.

Our school resources are used strategically to enhance student outcomes as well as to engage and work collaboratively with our local community. Teachers employ a creative approach to the use of the physical environment to ensure that it optimises learning. Our school facilities are enjoyed by many community groups, who are welcomed to use such spaces as our school hall, our canteen and our playground spaces.

Department of Education administrative and management practices continue to experience growth and change and as such we continue to make informed choices about our practices and systems based on cost and in response to local need.

Strategic Direction 1

Student Wellness

Purpose

At Engadine Public School the purpose of student wellness is to build a shared responsibility in developing healthy, happy, successful and productive individuals. Teachers, students and the community will actively develop relationships that are characterised by constructive interactions that provide enthusiastic and genuine support for individual and collective wellbeing.

Improvement Measures

School tone and culture is positive as measured by internally created and Tell Them From Me surveys

Increase of positive behaviour recognition recorded on Sentral, and associated reduction of negative incidents recorded

All students requiring IEPs, PLPs and BMPs have increasingly meaningful intervention

Increased parent involvement in community engagement initiatives

Overall summary of progress

In 2019 we distributed Tell Them From Me surveys to parents, students and staff. Results reflected positive improvements in school tone and culture. Specifically, the parent responses indicated that our school was at or above State norms for inclusivity, parents feeling welcomed, supporting positive behaviour, safety and learning. Student responses demonstrated that they have positive relationships and participation at our school equal to state norms. Staff responses show Engadine Public School as above state norms in most areas and that our early career teachers are well mentored and supported.

2019 has shown a pleasing reduction in negative incidents recorded on Sentral and our focus on introducing Positive Behaviour for Learning (PBL) has encouraged an increase in the recording and recognition of positive behaviours.

Parent meetings have continued to produce rigorous and meaningful collaboration and develop appropriate goals and relevant interventions.

Progress towards achieving improvement measures

Process 1: *Care Practices*

Consistently implement positive behaviour strategies and restorative practice to build a culture of positive wellbeing and healthy relationships

Evaluation	Funds Expended (Resources)
A very successful introductory year of PBL resulting in staff, students and parents developing an understanding of expectations and the language used. Our staff Professional Learning both external and internal proved valuable in supporting staff understand the framework and develop local contextual plans.	Significant resources from Professional Learning covered the cost of team training – a two day course and cover for 6 staff who attended. PBL Team released from class to work on staff presentation and to follow up with development of PBL matrix of expected behaviour.

Process 2: *Connect, Thrive, Succeed*

The school learning community understands the importance of mental health and wellbeing, its impact on learning and the significant contributions they collectively can make to a positive, safe and respectful learning environment

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Our Team worked exceptionally well throughout the year, having provided whole staff PL, parent information sessions, engaging staff, students and parents in PBL surveys, collating and analysing the results and then developing a PBL matrix for EPS. The year finished with the Team developing an Action Plan for 2020 which will start with a PBL Breakfast launch early in Term 1.</p>	<p>The Strategic Direction budget plan included a large amount (\$6000) allocated towards PBL signage to be ordered and installed in 2020.</p> <p>Funds were also used to release PBL Team members to work with the PBL AP on developing EPS matrix and continuum of behaviours.</p>

Strategic Direction 2

Quality Curriculum Delivery

Purpose

At Engadine Public School the purpose of quality curriculum delivery is to ensure students have one year of learning for one year of teaching. A focus on best practice in literacy and numeracy will allow staff to be reflective of their pedagogy, share expert knowledge and effectively utilise evidence and data to drive student learning.

Improvement Measures

Increase proportion of students in the top two bands in literacy and numeracy in NAPLAN

Consistently increasing student growth on internal and external measures

Teaching programs increasingly reflect syllabus content, quality learning experiences and innovative pedagogy

Teaching programs reflect consistent and improving use and judgement of appropriate assessment strategies

Overall summary of progress

2019 has seen remarkable progress towards our planned improvement measures. There were increased proportions of students from both Years 3 & 5 in the top 2 NAPLAN bands in both literacy and numeracy. Our school projects – 7 Steps in Writing Success and our newly implemented Maths Scope and Sequence and Assessment schedule – have enabled consistent student growth, particularly in the areas of writing, spelling and numeracy.

Consistent teacher judgement has been supported and encouraged through PL in learning sprints and by working with an Instructional Leader in Writing.

All teacher programs reflect innovative pedagogy, aligned syllabus and school Scope and Sequence content and appropriate assessment strategies.

Progress towards achieving improvement measures

Process 1: *Literacy Growth Project*

Use evidence based research to develop and implement quality learning experiences to support student growth.

Use effective assessment strategies & data to inform the teaching & learning cycle.

Develop and implement scope & sequence for English, assessment schedules and consistent teacher judgement documents.

Evaluation	Funds Expended (Resources)
The 7 Steps to Writing Success was our literacy focus for 2019. Data and evidence gathered in late 2018 indicated that our students would benefit from an evidence based approach and support in this area. We therefore allocated funds towards teacher professional learning, funded an Instructional Leader position and purchased relevant resources to support implementation of the program. Whole school PL and teacher analysis of student data through learning sprints enabled teachers to become familiar with areas of need and to plot their students' learning progressions using PLAN2. The intensive support provided to each class teacher from our Instructional Leader produced positive results: staff felt mentored and developed a collective purpose, students were provided with explicit modelling and coaching and student feedback was overwhelmingly positive, with previously reluctant students engaged and enjoying the writing process. Results of improved student writing have been reflected in 2019 NAPLAN results as compared with our 2018 results, with increases in the top 2 bands over 9%. Our Yr. 3 NAPLAN results increased in the top 2 bands by over 14%.	PL funds casual teacher salaries Instructional Leader salary 7 Steps licence and resources Literacy resources and stationery

Process 2: Numeracy Growth Project

Use evidence based research to develop and implement quality learning experiences to support student growth.

Use effective assessment strategies & data to inform the teaching & learning cycle.

Develop and implement scope & sequence for Mathematics, assessment schedules and consistent teacher judgement documents.

Evaluation	Funds Expended (Resources)
<p>2019 saw the implementation of our new Maths Scope and Sequence. All teachers worked with the new Scope and Sequence and evaluated, providing feedback at check-in points throughout the year. At the beginning of the year Project Leaders worked with ES1 and S1 staff to collate and develop their additions to the complementary assessment schedule. The Scope and Sequence was used effectively, with a few areas to be modified in order to best support basic skill development in the early years.</p> <p>Staff were also encouraged during this year to implement and use the program Matific, as it was seen to complement our focus on problem solving and creative thinking.</p> <p>Several new resources were purchased and equitably distributed to ensure all students had access to relevant concrete materials.</p>	<p>PL for learning sprints and Progressions</p> <p>class resources to support assessment schedule – folders etc.</p> <p>maths resources – base 10 sets and magnetic sets</p> <p>casual teacher to release Project Leaders for mentoring, stocktake and development of PL</p> <p>Matific – online licence subscription</p>

Strategic Direction 3

Future Focused Learning

Purpose

At Engadine Public School the purpose of future focused learning is to build a culture of continuous learning; ensuring that students are prepared with the capacity to think flexibly, solve problems creatively and collaboratively, and thrive in a complex, rapidly changing and interconnected world.

Improvement Measures

Increasing percentage of teachers improve innovative teaching and future focused learning strategies (6Cs) reflected in teaching programs, observations and student work samples

Increased and broader use of technology assessed against ICT capability framework as per staff and student surveys

Increasing percentage of students have individual learning goals and are able to articulate their next steps.

Overall summary of progress

2019 has seen the introduction of an Instructional Leader role to introduce, model, support and embed the use of STEM related resources and learning activities across the school. Initial surveys indicated that staff needed support and coaching in this area in order to build confidence and knowledge of how to embed new technology and how to create integrated opportunities that encourage creativity and problem solving. The Instructional Leader role was shared between two teachers across all stages and allowed mentoring, modelling and supportive team teaching. This has increased staff confidence and exposed all students to innovative pedagogy which has resulted in students improved problem solving capacity.

Progress towards achieving improvement measures

Process 1: *ICT Learning*

Staff will effectively integrate ICT into daily classroom practice to engage students and support student learning.

Evaluation	Funds Expended (Resources)
The year started with access for all students to a robotics kit from STEM Share. All classes engaged with the Instructional Leader who initially modelled and provided lesson supported and then acted as a mentor while teachers developed their confidence in using the new technology. Students were highly engaged and verbalised their enjoyment of learning new skills such as coding.	PL for all staff
The second half of the year was spent with a 3D printer kit from STEM Share. Unfortunately, this kit needed extensive support from the STEM Share team and not as many students were able to access meaningful lessons with this technology.	Instructional Leader salary casual salaries for release of teachers school robotics kits set-up costs for our technology space – tables, chairs, storage etc.

Process 2: *Inquiry Based Learning*

Creating future focused learning environments to extend, engage and promote the 6Cs so all students become responsible, reflective and self-directed learners who take risks and meet challenges.

Evaluation	Funds Expended (Resources)
The year started with access for all students to a robotics kit from STEM Share. All classes engaged with the Instructional Leader who initially modelled and provided lesson supported and then acted as a mentor while teachers developed their confidence in using the new technology. Students were highly engaged and verbalised their enjoyment of learning new skills	STEM resources Guest Speaker casual salaries for teacher release

Progress towards achieving improvement measures

such as coding.

The second half of the year was spent with a 3D printer kit from STEM Share. Unfortunately, this kit needed extensive support from the STEM Share team and not as many students were able to access meaningful lessons with this technology.

IL salary

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$7400</p> <p>PL – training in PLP writing</p> <p>casual teacher salaries</p> <p>One Mob costs – bus hire, food, drink, casual staff</p> <p>incursion fees</p>	<p>During 2019 teacher coordinators attended training in developing relevant and meaningful PLPs for every Aboriginal and Torres Strait Islander student. The teachers then provided whole school Professional Learning for staff to enable teachers to understand the purpose and obligation of PLPs. Teachers were provided with a template to support PLP development and funds were allocated to release our Aboriginal Education Coordinator in 2020 to lead PLP meetings and support teachers and families.</p> <p>EPS annually organises an inter-school opportunity called Koori Kids, which provides Aboriginal and Torres Strait Islander students from across our Community of Schools with a day on Country, facilitated by elders and local high school students. Unfortunately, this was not able to progress in 2019 due to unavailability of local elders. However, our students instead participated in One Mob Day at Endeavour Sports High School.</p> <p>All students at EPS participated in NAIDOC Week activities celebrating Aboriginal art, culture and stories.</p> <p>We are discussing plans to create an Aboriginal bush tucker garden at the school and have involved staff from the Botanical Gardens, a local Aboriginal artist and our P&C will support funding of this initiative.</p>
English language proficiency	<p>\$59,000</p> <p>Multilit resources and training</p> <p>staff salaries</p>	<p>In 2019 our English Language Proficiency funding has enabled targeted programming and teaching of identified students requiring support in language acquisition.</p> <p>Trained teachers withdraw students in levelled small groups and teach the Multilit program, with across the board improved student results.</p> <p>Our EALD teacher has worked collaboratively with classroom teachers to develop differentiated programs and support students in class, as well as in small withdrawal groups as required.</p>
Low level adjustment for disability	<p>\$94,000</p> <p>casual SLSO salaries</p> <p>casual salaries to release teachers</p> <p>PL</p> <p>classroom furniture</p>	<p>This funding supports our many students in mainstream classes who have significant needs related to disability. We have funded additional SLSOs to work in class and across the school. Casual staff have been employed in order to release teachers to attend relevant professional learning.</p> <p>The purchase of specialised seating and desks has enabled those students who experience sensory regulation issues to attend and engage with their learning on the same basis as others.</p>
Quality Teaching, Successful	<p>QTSS funding</p>	<p>This funding has been used in its entirety to</p>

Students (QTSS)	PL opportunities casual salaries for teacher release	release teachers across the school and enable meaningful classroom observations, team teaching opportunities and meetings/follow up discussions with supervisors/ This has resulted in improved teacher practice and the development of a collegial, shared responsibility across the school.
Socio-economic background	\$26,000 casual salaries for teacher release PL additional SLSO support excursions and student assistance	This funding has been used to provide inclusive learning opportunities for our disadvantaged students, resulting in access to learning on the same basis as all other students. This directly leads to improved results in student engagement and participation across all learning areas.
Support for beginning teachers	nil	not applicable in 2019
Targeted student support for refugees and new arrivals	nil	not applicable in 2019



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	178	193	200	208
Girls	154	163	164	171

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.2	96.3	97.3
1	96.7	94.7	94.9	95.2
2	95.8	93.9	94.6	94.2
3	95.3	95.7	95.5	93.7
4	95.7	93.9	95.4	93.8
5	94.2	95	94.8	94.9
6	95.6	90.8	95.8	93.2
All Years	95.7	94.4	95.3	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	16.22
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	0.6
School Administration and Support Staff	6.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All staff has participated in a range of professional learning opportunities throughout 2019, aligned with our school plan priorities. This has included: PBL training, 7 Steps in Writing Success, STEM Share and A Sound Way for all staff. Targeted staff has engaged with relevant professional learning in the areas of: PDHPE curriculum, History curriculum, Writing and Environmental Education. These teachers have then delivered PL for all staff. All staff has participated in mandatory training such as: CPR/Anaphylaxis, Code of Conduct and Mandatory Child Protection.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	477,178
Revenue	4,591,454
Appropriation	4,277,846
Sale of Goods and Services	35,913
Grants and contributions	274,135
Investment income	3,561
Expenses	-4,445,279
Employee related	-3,854,889
Operating expenses	-590,390
Surplus / deficit for the year	146,175

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	916,267
Equity Total	187,467
Equity - Aboriginal	7,454
Equity - Socio-economic	26,721
Equity - Language	59,280
Equity - Disability	94,011
Base Total	2,506,121
Base - Per Capita	91,664
Base - Location	0
Base - Other	2,414,457
Other Total	549,145
Grand Total	4,158,999

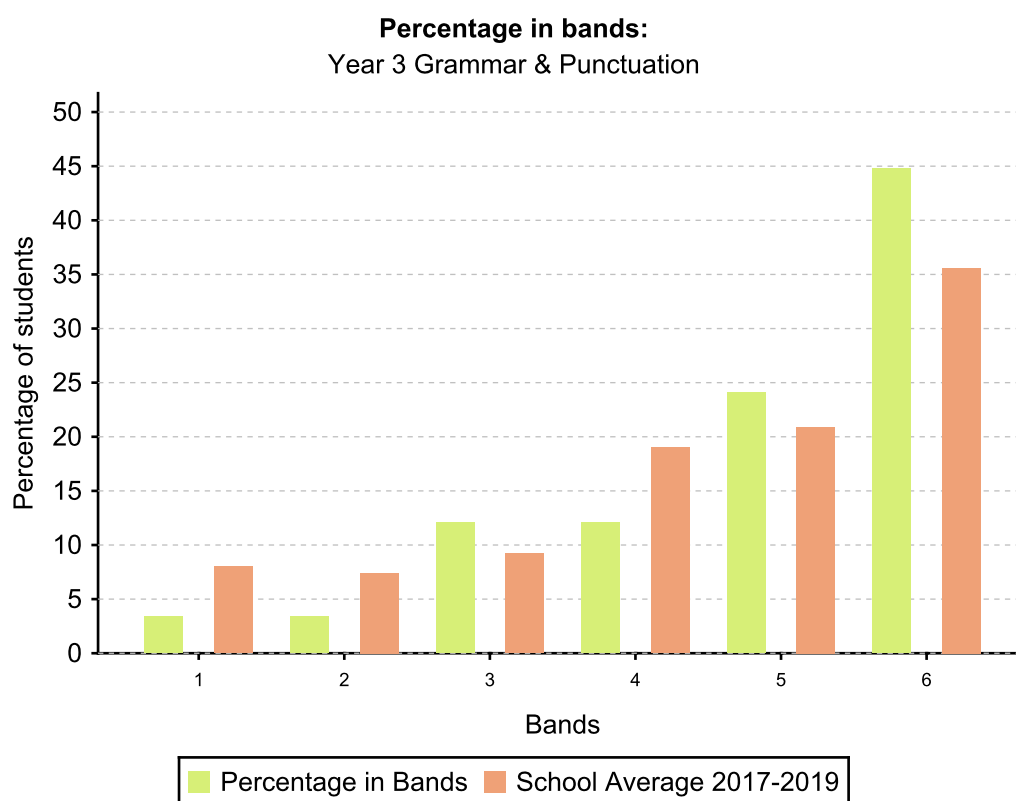
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

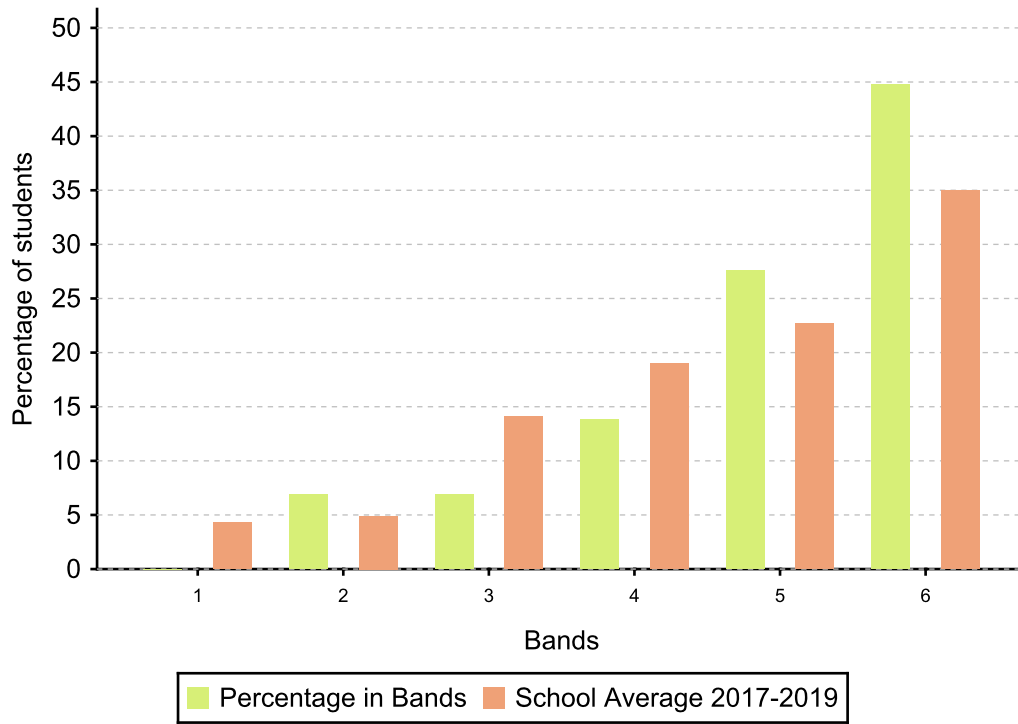
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	3.4	3.4	12.1	12.1	24.1	44.8
School avg 2017-2019	8	7.4	9.2	19	20.9	35.6

Percentage in bands:

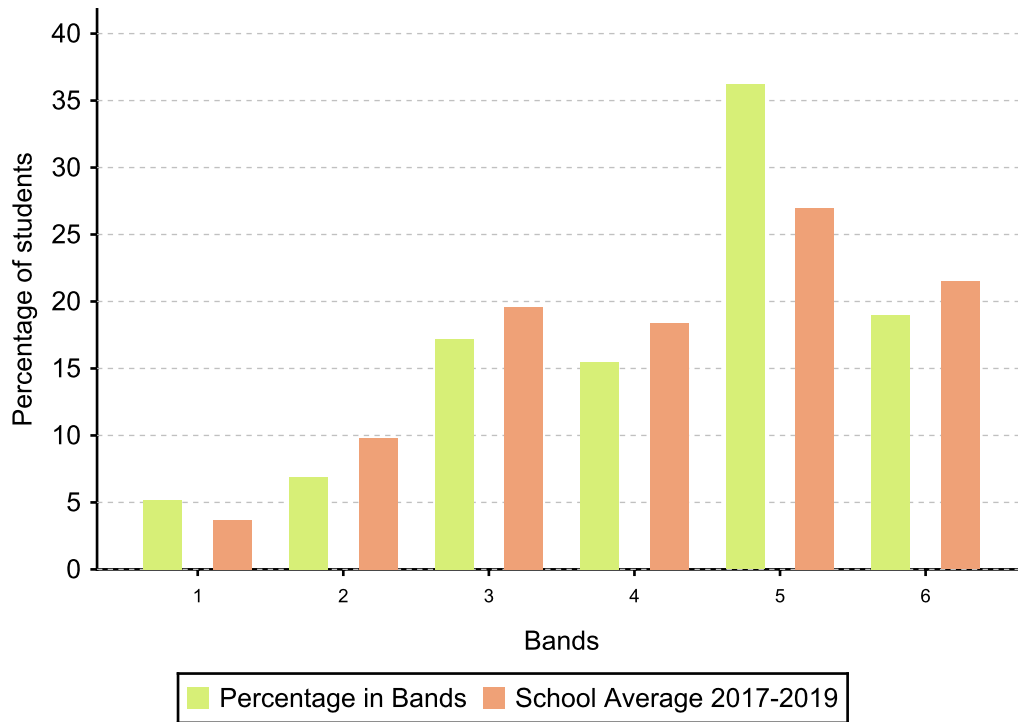
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	6.9	6.9	13.8	27.6	44.8
School avg 2017-2019	4.3	4.9	14.1	19	22.7	35

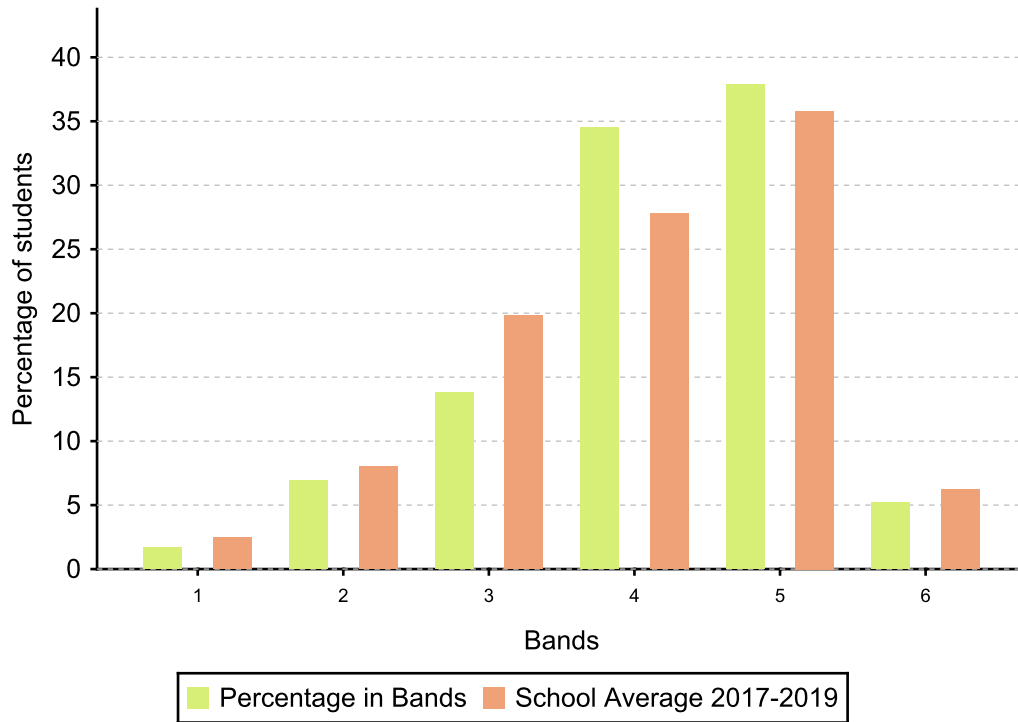
Percentage in bands:

Year 3 Spelling



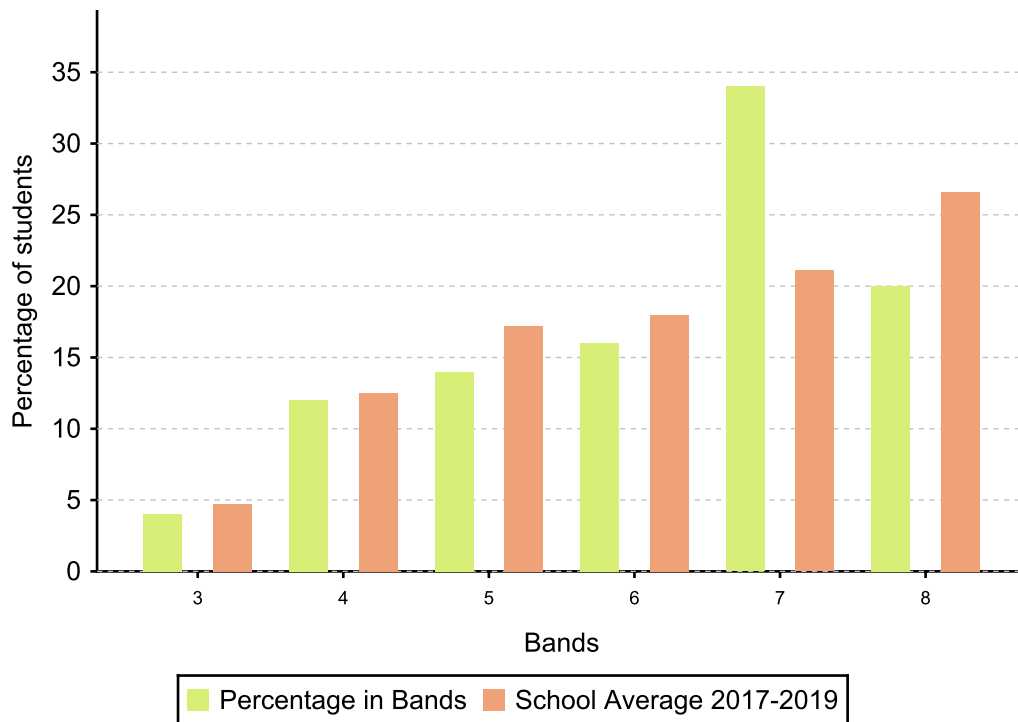
Band	1	2	3	4	5	6
Percentage of students	5.2	6.9	17.2	15.5	36.2	19.0
School avg 2017-2019	3.7	9.8	19.6	18.4	27	21.5

Percentage in bands:
Year 3 Writing



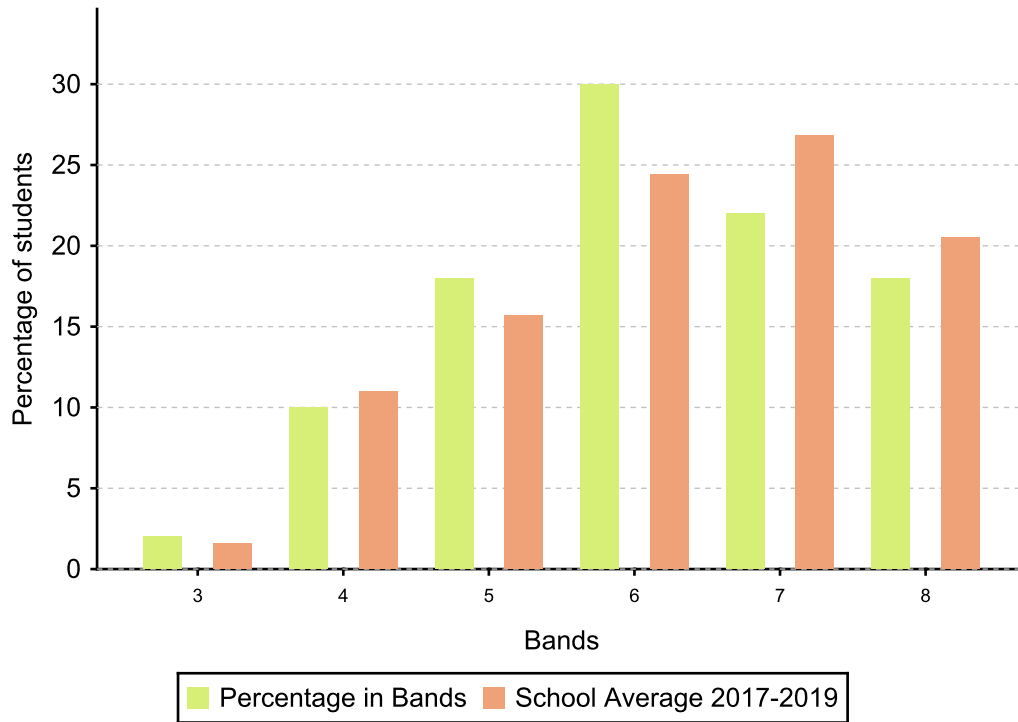
Band	1	2	3	4	5	6
Percentage of students	1.7	6.9	13.8	34.5	37.9	5.2
School avg 2017-2019	2.5	8	19.8	27.8	35.8	6.2

Percentage in bands:
Year 5 Grammar & Punctuation



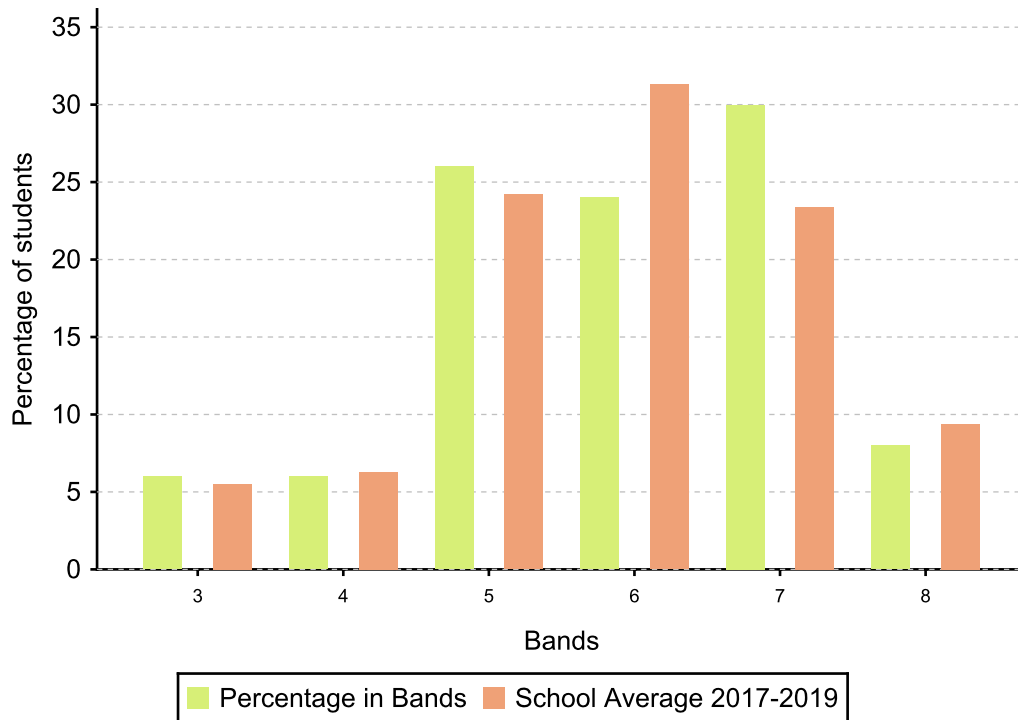
Band	3	4	5	6	7	8
Percentage of students	4.0	12.0	14.0	16.0	34.0	20.0
School avg 2017-2019	4.7	12.5	17.2	18	21.1	26.6

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	2.0	10.0	18.0	30.0	22.0	18.0
School avg 2017-2019	1.6	11	15.7	24.4	26.8	20.5

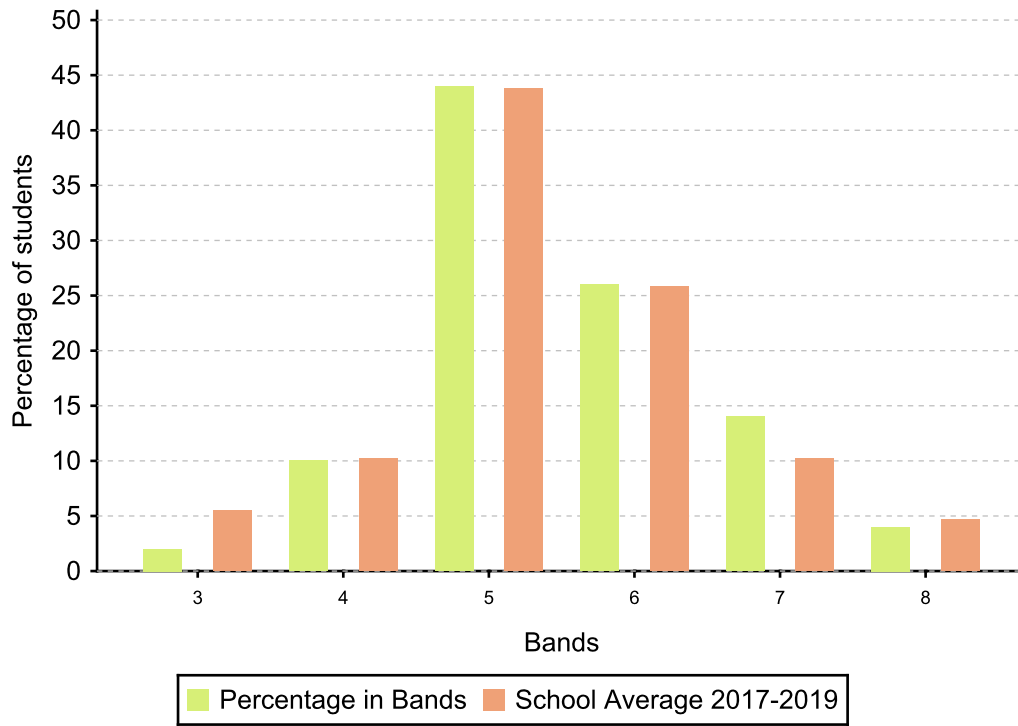
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.0	6.0	26.0	24.0	30.0	8.0
School avg 2017-2019	5.5	6.3	24.2	31.3	23.4	9.4

Percentage in bands:

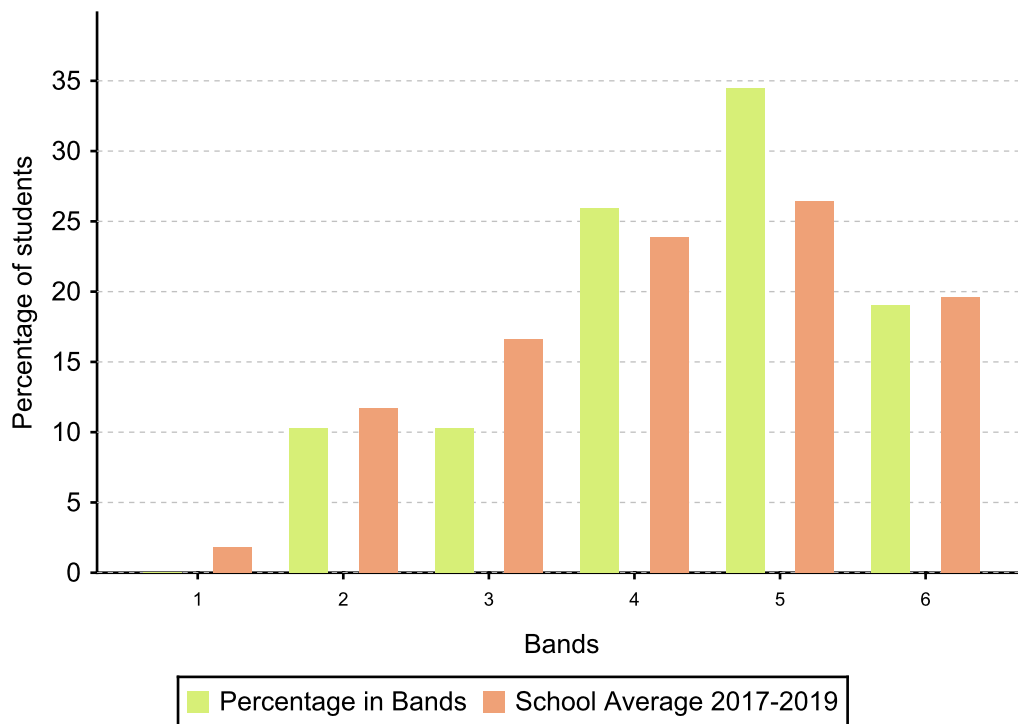
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.0	10.0	44.0	26.0	14.0	4.0
School avg 2017-2019	5.5	10.2	43.8	25.8	10.2	4.7

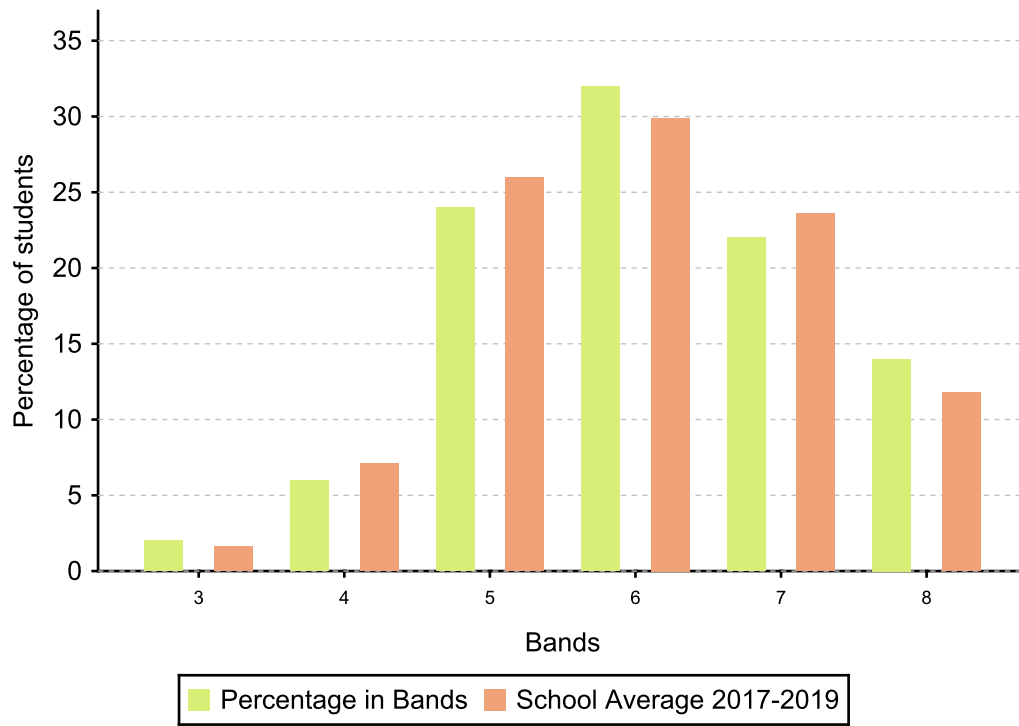
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	10.3	10.3	25.9	34.5	19.0
School avg 2017-2019	1.8	11.7	16.6	23.9	26.4	19.6

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	6.0	24.0	32.0	22.0	14.0
School avg 2017-2019	1.6	7.1	26	29.9	23.6	11.8

Parent/caregiver, student, teacher satisfaction

In 2019 we distributed Tell Them From Me surveys to parents, students and staff. Results reflected positive improvements in school tone and culture. Specifically, the parent responses indicated that our school was at or above State norms for inclusivity, parents feeling welcomed, supporting positive behaviour, safety and learning. Students responses demonstrated that they have positive relationships and participation at our school equal to state norms. Staff responses show Engadine Public School as above state norms in most areas and that our early career teachers are well mentored and supported.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal and Torres Strait Islander students at Engadine Public School are valued and acknowledged and always encouraged to excel. In 2019 a student received a Deadly Award which was presented in a ceremony at Ultimo. Students across the school lead the appropriate Acknowledgement of Country or Welcome to Country protocols.

All staff continue to integrate Aboriginal perspectives throughout Key Learning Areas such as English, History, Geography and Environmental studies. Student awareness is raised through opportunities to engage with excursions, incursions, visual arts and with our National Park Environmental Education Centre staff.

Aboriginal and Torres Strait Islander students were afforded a wonderful opportunity to participate in the One Mob Day at Endeavour Sports High School, which was led by elders and local high school students. Students learnt about Aboriginal traditions such as net fishing, weaving, dancing and cooking and were able to connect with Aboriginal students from across the Sutherland Shire.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Engadine Public School has an appointed Anti Racism Contact Officer (ARCO) who is available to assist parents, staff and students if required. The ARCO role involves three aspects: complaints support, education and monitoring.

Our school engages annually with whole school strategies such as the celebration of Harmony Day and the promotion of anti racism education strategies through classroom teaching and learning including National Day of Action against Bullying and the inclusion of multicultural perspectives across Key Learning Areas. Staff challenge race-based generalisations and stereotypes by including strategies in teaching and learning programs that promote intercultural understanding and develop respect for Australia's cultural, linguistic and religious diversity.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

