

Edgeworth Public School

2019 Annual Report



3564

Introduction

The Annual Report for 2019 is provided to the community of Edgeworth 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

Edgeworth Public School
Minmi Rd
Edgeworth, 2285
www.edgeworth-p.schools.nsw.edu.au
edgeworth-p.school@det.nsw.edu.au
4958 1831

Message from the principal

It is with great pleasure that we present the 2019 Annual School Report for Edgeworth Public School. Our school prides itself in having delivered outstanding quality education to our students and our community. . Our school has continued to go from strength to strength and students and staff have shone in their achievements, leading the way in innovative classroom learning environments and the use of Technology to improve student learning. The school has taken deliberate and decisive action to ensure that the quality of our teaching and support staff is of the highest standard. We achieved this by investing a great deal in a diverse array of teacher professional learning, classroom furniture, student-focused intervention and with student being at the center of all our decision making.

In 2019 we welcomed new staff, students and friends of Edgeworth PS with our student numbers continuing to be on an upward trend supported by our growing community development. We have strengthened our online platforms and increased our commitment towards community engagement to strengthen the connections we have between home and school. This has allowed us to observe increased participation

Through 2019 our students have been given opportunities to problem solve, show perseverance, be flexible, be creative, become curious, collaborate, co-operate, give and receive kind, helpful and specific feedback and be reflective on their learning – all important future focused learning skills. Edgeworth Public School is a school where students develop attitudes, skills, knowledge and habits of mind through a growth mindset to enable them to be caring responsible, competent and self directed learners.

I sincerely thank all members of Edgeworth Public School for their efforts and support of our students and their learning. Our school community have purposefully worked alongside teachers to achieve wonderful learning for our students throughout 2019.

Message from the students

As the School leadership team, we would like to thank you all for your support over the past year we have had a fabulous time. It has been a privilege to be selected by you to represent and lead our school. During the year, we have had the opportunity to get to know all the students and listen to their bright ideas to help make our school a fun place to learn and come to each day.

We have enjoyed leading the SRC meetings, raising the flags each day, running the assemblies and representing our school on various occasions. The Leadership team would like to especially thank all the teachers for their guidance during the year and we wish the future captains all the very best for 2020.

Our time at Edgeworth Public School has been an amazing experience which we will never forget.

School background

School vision statement

Edgeworth PS is committed to fostering citizens of the future in a supportive and stimulating learning environment ensuring students are able to **connect, succeed and thrive** across all aspects of their educational journey.

At Edgeworth PS we Connect, Succeed and Thrive with a 'Desire to do Well' in all that we do.

School context

Edgeworth Public School is a large primary school with an on site DoE preschool. 620 students are enrolled, supporting the Edgeworth and Cameron Park community. The school acknowledges the Traditional Custodians of the Land on which the school is built on–The Awabakal People. Edgeworth PS includes: 580 students K–6, 40 part–time (0.5) preschool students, 95 Aboriginal & Torres Strait Islander (ATSI) students (16%) and 20 students with English as an Additional Language (EALD) (2%). There are 50 teaching staff, ranging from new graduates to more experienced staff, 11 ancillary and support staff working together to strengthen student outcomes. A genuine partnership with P & C ensures the school is well positioned in supporting quality outcomes for our students.

Edgeworth PS receives School Based Allocation Resource (SBAR) funds for Aboriginal and socio–economic backgrounds, English language proficiency and low level adjustment for disability, teacher mentor (QTSS) and support for beginning teachers. Utilising this funding–Edgeworth PS offers a range of academic, cultural and sporting programs to ensure the school is equipped for future–focused learning opportunities. Significant whole school programs include: Targeted Literacy & Numeracy Leadership, Future–Focused Learning opportunities, quality explicit classroom teaching practices, targeted wellbeing intervention (including Positive Behaviour for Learning–PBL), Cultural Connection initiatives, debating, public speaking and various PSSA sporting teams.

Positive links are established with the Innovation, Inspiration, Learning Alliance (IILA) which is a collaboration of local public schools including Glendale Technology HS. Strong links with key community partners include: Aboriginal Education Consultative Group (Kumaridha Local AECG), The University of Newcastle, First National Real Estate–Lake Macquarie, Edgeworth Shopping Centre, Edgeworth Community Services and Edgeworth sporting clubs.



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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

CONNECT

Purpose

To provide every student with quality learning and teaching experiences that are embedded in holistic curriculum design and assessment & reporting. To strengthen learning experiences where every student is known, valued, cared for and has a sense of belonging.

Improvement Measures

All stakeholders have an increased understanding of the link between attendance and student performance as evidenced by an increase of the annual attendance rate, from 93.0% (3yr average), to meet or exceed the state average for attendance.

In the TTFM survey students at Edgeworth equal or better the state average in aspects of Expectation for Success, Positive Learning climate, Rigour and Effort.

Progress towards achieving improvement measures

Process 1: Connectedness

- Focused training for staff in embedding explicit teaching, learning and assessment processes to drive quality feedback, student learning and individualised success.
- School culture strengthens positive relationships across the community which foster a sense of belonging
- Integrated systems to support the cognitive, emotional, social, physical, and spiritual wellbeing of students.

Evaluation	Funds Expended (Resources)
<p>Teacher professional learning in explicit teaching–learning & assessment practices was delivered to all staff– with evaluative processes linked to Teaching standards, Formative Assessment models and cross curricular –inquiry models.</p> <p>Edgeworth Public School continues to improve in internal and external evaluation measures. The school utilised Equity Funding to employ additional teachers, purchase resources and support teacher professional learning. The strengthen of leadership positions in the school's Preschool and further enhancement of Instructional Leadership completed a thorough overview of students' growth and targets. From this, students across all stages have been identified for Tier intervention in 2020.</p> <p>The implementation and facilitation of collaboration stage–based planning & evaluation days established key learning gaps and strengths, these data sets enabled staff to establish clearer holistic wellbeing goals for students at the point of need.</p> <p>Strengthening of PBL team roles & responsibilities together with implementation of targeted wellbeing initiatives saw improved data across all school settings (classroom, playground). Student led conferences were also implemented across Years 1 – 6. This provided students with an opportunity to take ownership over their learning, self–reflect and articulate to their parents where and how they could improve.</p>	<p>QTSS Funding – 1.008 (\$107570)</p> <p>Equity Funding</p> <ul style="list-style-type: none">• Socio–Economic– AP Preschool Position• Low Level Adjustments for Disability position

Process 2: Learning Culture and Aspirations

- Implement school wide systems to monitor and follow up attendance by embedding high expectations relationships, creative and differentiated curriculum delivery.
- Enhance systems to identify individual learning needs that support staff to create personalised learning opportunities.

Evaluation	Funds Expended (Resources)
------------	----------------------------

Progress towards achieving improvement measures

K–6 class programs reflect formative and summative assessment strategies which provide evidence of greater student ownership and engagement in learning. Feedback, learning intentions and success criteria are a feature of daily teaching practice.

The implementation and facilitation of collaboration stage–based planning & evaluation days established key learning gaps and strengths, these data sets enabled staff to establish clearer holistic wellbeing goals for students at the point of need.

QTSS Staffing Allocation : 1.008
(\$107570)

Equity Funding

- Socio–Economic Funding : Off Class Executive Position

Beginning Teacher Funding

Next Steps

- Continue 5 weekly data cycles to identify students for varying levels of support and to support teachers with implementing explicit teaching strategies for 'where to next'
- Continue analysis of data to identify trends, including longitudinal testing for students who were involved in 2019 programs
- Continue Professional Learning for SLSOs to provide quality intervention in reading, writing and maths
- Engage LAST teachers to support varying levels of students, including extension and remediation
- Work closely as an intervention team to ensure no overlaps and that timely support is provided to students at point of need



Strategic Direction 2

SUCCEED

Purpose

To embed high expectations and a positive school culture that reinforces strong collaboration with all stakeholders. Ensuring our students lead successful lives with a strong sense of identity and civic responsibility.

Improvement Measures

Increase the proportion of students achieving in the top two NAPLAN bands (proficiency) in line with the Premier's Priorities.

Teacher observations identify that classroom practice is flexible, reflective, relevant and indicative of a school of excellence

Progress towards achieving improvement measures

Process 1: Collaboration

- Develop mentoring & feedback structures to enhance professional knowledge and implement collaborative processes to establish consistency in planning, teaching, assessing and reporting.
- Effective utilisation of a range of feedback processes to celebrate student growth.

Evaluation	Funds Expended (Resources)
<p>The commitment to building a culture of high expectations relationships and strong collaboration among the whole school community has continued to see the school drive knowledge and understanding of where our students are at and what is their next most powerful step.</p> <p>The school utilised executive and experienced teachers to embed mentoring practices and opportunities to work shoulder to shoulder in classrooms. Collaborative practices have resulted in improved consistency in teaching, assessing, reporting. The Performance and Development Plan and beginning teacher mentoring processes ensured that teachers were supported in their professional growth, aspirations and accreditation. There has been a focus on developing teacher capacity to provide students with quality feedback to ensure students have a clear understanding around learning intentions and success criteria so that they can set clear goals around their learning progressions.</p> <p>A targeted approach to gathering and collaboratively analysing student achievement data has ensured teachers have felt supported in their reflections on student achievement and planning for the where to next. This school wide collective responsibility for student learning and success is resulting in improved data driven, differentiated programming.</p>	<p>Embedded into Professional Learning and QTSS networks</p>

Process 2: Evidence-Based Practice

- Embed whole school approaches strengthen teaching pedagogies with targeted professional learning and links to current educational research.
- Use a range of school-based and external assessment data to evaluate student achievement, identify progress, reflect on effectiveness of teaching and guide future learning.
- Evaluate and implement essential DoE frameworks, expectations and policies to ensure whole school accountability.

Evaluation	Funds Expended (Resources)
<p>Evaluation of key initiatives have demonstrated that teachers regularly review and revise lesson plans to ensure that the content is based on student needs and curriculum requirements. Staff are regularly using progress and achievement data to inform planning and intervention. Staff utilise explicit teaching techniques together with formative assessment strategies as key</p>	<p>QTSS Staffing Allocation : 1.008 (\$107570)</p> <p>Equity Funding</p> <ul style="list-style-type: none">• Socio-Economic Funding : Off Class

Progress towards achieving improvement measures

drivers in their classroom environments.

Feedback highlighted the school-wide approach to effective strength-based relationship to enable support where needed, ensuring optimum learning. Staff engage in professional discussions to improve teaching and learning with negotiated observations, embedded feedback and growth mindset focus.

Assessment data is reflective of ongoing support to ensure consistency and comparable judgments of student learning, monitoring expectations/goals and identified gaps for improvement and extension.

Executive Position
Teacher Professional Learning :
\$35600

Next Steps

- Continued focus on a whole school approach to strengthening professional practice, informed by research that facilitates systematic planning approaches that are coherent and collaboratively designed.
- Strengthened approach to differentiated adjustments that met the needs of all students on the learning pathway.
- Create, facilitate and embed opportunities for knowledgeable others to work across the school to support innovation, ongoing school-wide improvements in teaching practice and student results.



Strategic Direction 3

THRIVE

Purpose

To demonstrate a high performance culture as a result of embedding best practices to ensure our students have the knowledge, skills and expertise to achieve individual success, strengthening their connections to world around them.

Improvement Measures

Improve student growth in Years 3– 5 & 5– 7 NAPLAN results in Reading, Writing & Numeracy.

The Advocacy at School aspect of Drivers of Student outcomes (from the TTFM snapshots) increase to met or exceed the NSW DoE norms.

Progress towards achieving improvement measures

Process 1: Future-Focused Learning & Wellbeing

- Strengthen and enhance whole school approaches to wellbeing (staff & student) which fosters strength-based relationships and a sense of belonging where individuals can connect, succeed and thrive across every stage of their development.
- Implement and embed resources that enable future-focused learning and real world applications to enhance innovative teaching practices.

Evaluation	Funds Expended (Resources)
<p>Evidence reflected the implementation of evidence-based practices have improved well-being bench marks and inform future planning. Edgeworth Public School's holistic data has inform the school's efforts to improve attendance, behaviour management and academic engagement. This is evident in the increases in student attendance data, decreases in student PBL well-being referral and suspension data. Student and parental feedback has indicated improved communication across the variety of electronic platforms has supported the learning between school and home.</p> <p>The school's Early Years focused initiatives engaged community and other stakeholders to have active involvement across the school whilst strengthening transitions and future success.</p>	<p>QTSS Staffing Allocation : 1.008 (\$107570)</p> <p>Equity Funding</p> <ul style="list-style-type: none">• Socio-Economic Funding : Off Class Executive Position• Flexible Future-Focused Furniture : \$98600

Process 2: School Systems

- Utilising current educational research and the School Excellence Framework as evaluative tools to reflect on school success.– Have we made enough of an impact?
- Ensure school funding is utilised strategically to strengthen areas of improvement whilst ensuring equity, collaboration and transparency.

Evaluation	Funds Expended (Resources)
<p>Additional collaborative sessions of critical statistics, and referencing to data which place faces to the schools data has seen an increase of students receiving the appropriate Tier-based intervention that supports their personal growth and development. Teachers collaboratively discussed and analysed student work samples, creative learning environments and flexible groupings which lead to improved student engagement and consistent teacher judgement.</p> <p>All teachers participated in professional learning relating to formative assessment practices with a key focus on the aspect of Visible Learning. All teachers utilised learning intentions and success criteria in their teaching cycle with student developing the use of the language within their day to day activities.</p> <p>School evaluations across all stakeholders have indicated that staffing</p>	<p>All Stakeholders forums</p> <p>Executive evaluation and reflection days</p>

Progress towards achieving improvement measures

deployment, environmental facilities and the embedding of technology are all contributing to positive teaching and learning opportunities that enables a learning culture to thrive and be effective.

Next Steps

- Learning within classrooms continue to offer more complex task that consider the prior knowledge and ability of each student whilst asking challenging questions that require deep thinking and problem solving.
- Strengthen clear and specific feedback that identifies the next step and skills needed for students to improve.
- Embed and reflect on the balance of teacher-directed, teacher-guided and student-directed learning within lessons – to allow for opportunities for students to gain proficiency and understanding of concepts & skills.
- Continue to pursue opportunities for staff to engage in professional learning & dialogue that enhances mutual trust, collective growth and collective efficacy.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Utilise RAM Aboriginal Allocation • Targeted Intervention to continue throughout planning cycle 	<p>Aboriginal Education initiatives have continued to strengthen through a team approach to enhance both the academic and cultural needs of our ATSI students. Our dance groups featured in both an ABC television presentation and the Newcastle University performance celebrating culture, music and dance.</p> <p>Our community engagement continues to grow with increasing numbers joining us in cultural celebrations like NAIDOC Day, Walk a Mile and general school activities including 3 Way Interviews, Breakfast Club etc. Monitoring of attendance and providing support to ensure students are able to get to school and conversations and actions about how we can improve student attendance is a priority.</p> <p>Students' academic needs continued to be monitored during a 5 weekly cycle and supported at their point of need by both teaching and targeted SLSO staff. This targeted approach has seen growth in academic outcomes in our ATSI students in both internal data and NAPLAN data where 59% in Reading and 35% in Numeracy of Year 5 students were at or above expected growth.</p> <p>Our commitment to professional learning has seen our Executive Team all being trained in Stronger Smarter, a further 5 staff engaging in Connecting to Country and whole school sessions in High Expectation Relationships and the sharing of history and culture by Aboriginal Elders. Reflection on our 2019 initiatives have led to celebration of achievements and a continued strategic approach to supporting our ATSI children in their academic and cultural pursuits.</p>
English language proficiency	Equity Funding : English Language Proficiency– \$7821	<p>Maintenance of learning progression data base to support targeted students. Increased collaboration with class teachers to maximise learning opportunities for students. Links created between the school and parents to ensure clear communication platforms are supported.</p> <p>— students from a Language Acquisition other than English were supported this year. These students were from a number of different nationalities. Students were functioning at the levels from "Beginning with some print literacy" in first language to "consolidating in literacy". Of these students, two students were nearly arrived and needed extra assistance through the New Arrivals (NAP) program. Our New Arrivals funding had an allocation of 0.2 staffing(\$21,000) which enabled us to employ a qualified teacher to work with these students two half days a week in the area of Literacy/Numeracy.</p>

<p>Low level adjustment for disability</p>	<p>Equity Funding : Low level Adjustments for Disability – \$94082</p> <p>–1.7 Staffing Allocation (\$181417)</p>	<p>Significant funding was utilised in 2019 to support improving student learning outcomes.</p> <p>In Semester 1, SLSO intervention was focused on improving Phonemic Awareness in Year 1 and 2 classes, with assessment of students, and then individualised and group programs targeting identified students occurred. 64 students received intervention and the majority were able to progress through the five phases of the program, scoring sometimes or always (baseline data indicated never or sometimes.) Extensive individualised data has been recorded and passed to class teachers for future teaching and learning programs.</p> <p>In Semester 2, intervention focus was on a 'bump' up strategy, with SLSOs targeting students who were identified through data conversations as Tier 1 (just below expectations). Professional learning was provided to SLSOs throughout the year to build their capacity in delivering quality intervention programs.</p> <p>ES1 received intensive support in sounds and sight words, under the guidance of experienced teachers. All students in the program showed progress, and were closer to meeting stage based expectations.</p> <p>Behavioural Reading continued in 2019 with POD and Behavioural Reading – Stories implemented. Pod results showed an overall increase in accuracy and comprehension scores for most students and we need to look at longitudinal data to see if the growth has been maintained. BR stories appear to have a greater impact on comprehension, so the focus for 2020 will be on implementing BR stories.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS Staffing Allocation : 1.008 (\$107570)</p>	<p>QTSS was utilised to release each Assistant Principal and their stage teachers two days a term to collaborate, mentor and support teachers on their stages. This allowed for staff to undertake Professional Learning, collaborative reflection & planning whilst reflecting on data sets to drive future targets/goals. There has been a considerable positive increase in staff feedback (evidenced in the Tell Them From Me Survey) indicating school leaders have observed staff teaching and provided useful feedback, supported the establishment of challenging and visible learning goals for students and provided guidance for monitoring student progress.</p>
<p>Socio-economic background</p>	<p>Equity Funding: Socio-Economic Background – \$ 289828</p> <ul style="list-style-type: none"> • School funded Targeted Executive Positions : \$143346 • School Learning Support Officer positions : \$42000 • Flexible Classroom 	<p>School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and teacher learning outcomes. Staff felt supported in developing strategies within classrooms and across stages to address the learning needs of all students. This additional support allowed students to respond with</p>

Socio-economic background	<p>Furniture allocation: \$98600</p> <ul style="list-style-type: none"> • Student assistance : \$5800 	<p>greater engagement in literacy and numeracy activities</p> <p>During 2019 Socio-Economic funds were used to release an executive member off class. The executive's off class responsibilities included additional wellbeing support for students K-6, support for all staff, formative assessment, evidence collection, targeted intervention and developing innovative processes and policies to meet DoE and NESA standards. This has seen improved student outcomes and engagement in class activities as measured by student participation rates and reported in Semesters 1 and 2.</p> <p>School funded upgrades to flexible future-focused learning environments supported increased opportunities for students to create, plan and learn. Stakeholder feedback has indicated that these environments have enabled positive social interactions, team work and self regulation.</p> <p>Classroom teacher with expertise in technology, communication platforms and wellbeing was employed to provide professional learning, mentoring and technology maintenance. This enabled for students to be identified and supported to minimise at risk behaviours to ensure</p>
Support for beginning teachers	<p>Beginning Teacher Funding : \$40709</p>	<p>In 2019, EPS had one permanent teacher and two temporary teachers in their first year of funding and two permanent teachers in their second year of funding. Beginning teachers identified a mentor that they worked closely with in their first year of permanent or temporary engagement in addition to additional RFF as per award.</p> <p>Experienced mentors provided assistance with accreditation, classroom practice and specific areas of need, as identified through the AITSL teacher induction process. Three teachers were successful in gaining accreditation at proficient teacher and the fourth teacher is continuing the process in her second year of funding (working part time). All teachers reported that mentoring was a positive experience, with close collegial relationships that were established continuing.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	313	283	280	301
Girls	305	306	295	309

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	93.7	94.1	92.4
1	95	93.6	94	94.7
2	95.4	91.3	91.1	94.7
3	95.7	92.2	92.3	92.6
4	95.8	92.5	92.5	93
5	94.6	91.5	91.6	93.1
6	95.3	94.1	90.5	91.5
All Years	95.3	92.7	92.3	93.1
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.18
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	5.26

*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.

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	467,146
Revenue	6,326,313
Appropriation	6,114,392
Sale of Goods and Services	31,682
Grants and contributions	178,165
Investment income	1,874
Other revenue	200
Expenses	-6,570,212
Employee related	-5,542,862
Operating expenses	-1,027,349
Surplus / deficit for the year	-243,898

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.

In 2019 Edgeworth Public School invested in key upgrades across the school. Investments in classroom environments, community spaces and outside play spaces were all key components in the financial expenditure for 2019. This expenditure accounts for the deficit in 2019 actual spending. All initiatives were funded from previous surplus funding.

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	203,399
Equity Total	690,253
Equity - Aboriginal	117,105
Equity - Socio-economic	289,828
Equity - Language	7,821
Equity - Disability	275,499
Base Total	4,150,272
Base - Per Capita	137,263
Base - Location	0
Base - Other	4,013,009
Other Total	786,236
Grand Total	5,830,160

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

At Edgeworth PS, we value the feedback from students, their families, our community and staff and elicit feedback through social media (Facebook and DOJO), Tell Them From Me surveys, P&C meetings and informal discussions. Students also have the opportunity to provide feedback through class forums, Student Council and informal discussions.

Student satisfaction

When compared to NSW Government norms, Edgeworth Public scored above state norms for positive behaviour at school and below the NSW norms in students feeling accepted and valued by their peers and others, and student engagement, which will inform directions for 2020 to increase a positive sense of belonging and connectedness to learning. 81% of our ATSI students felt connected to their culture through EPS, highlighting the strong respect for ATSI culture that is embedded within the school.

Teacher satisfaction

When compared to NSW Government norms, Edgeworth Public scored at state norms in learning culture and teaching strategies (including setting challenging learning goals and activating prior knowledge) and slightly below in collaboration, leadership and data informed practice. Future directions for 2020, may include changes to QTSS implementation, continuing formative assessment and building distributed leadership capacity.

Parent satisfaction

When compared to NSW Government norms, Edgeworth Public scored at or slightly above state norms in the categories of the school supporting learning the school supporting positive behaviour at school. EPS scored slightly below state levels in parents feeling welcome at school and parents being informed. When analysing these results, consideration needs to be given to the indicators that it is only a small sample of our parent population and need to be referenced against the data from our social media accounts.

Communication feedback

By the end of 2019 Edgeworth Public School was posting on our community Facebook Page (/EdgeworthPublicSchool) an average of twice per day. Each post had an average reach of 974 individual Facebook users. Post content ranged from being event based information designed to quickly inform our community of event changes, updates and schedules, to showcasing items of student work.

Positive feedback through comments and reactions were regular. The pages most popular post in December of 2019 reached 2,559 individual users and attracted 621 engagements, 76 reactions and 31 comments. Our school communication team, consisting of school teaching and office executive, regular monitor and respond to community feedback and questions on the page.

Edgeworth Public School also utilised the ClassDojo online platform as a method for further community engagement. At the start of 2019 and throughout the year, Edgeworth staff sent an average of 142 private messages, shared 143 stories on class pages, and celebrated 2752 skills each week.



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.

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.

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.

