Edgeworth Heights Public School

2019 Annual Report

4155

Introduction

The Annual Report for 2019 is provided to the community of Edgeworth Heights Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Edgeworth Heights Public School
Ridley St
Edgeworth, 2285
www.edgeworthh-p.schools.nsw.edu.au
edgeworthh-p.school@det.nsw.edu.au
4958 1180

School background

High Expectations, Care and Commitment – where all students succeed.

Edgeworth Heights Public School is committed to quality, personalised educational programs driven by research based pedagogical practices. High expectation relationships underpin the development of strong academic skills and wellbeing for all students to succeed in a rapidly changing world as future focused learners.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has a current expected enrolment of 424 students. The school has 17 classes in operation. Approximately 11% of students enrolled identify as Aboriginal or Torres Strait Islander with approximately 4% of English as an Additional Language/Dialect (EAL/D) students. The enrolments and socio–economic dynamics of the school continue to change with the rapid development of the neighbouring Cameron Grove estate.

Quality learning, quality teaching, student wellbeing and high expectation relationships underpin all aspects of the school's operation, vision and strategic directions.

Edgeworth Heights Public School is an Early Action for Success (EAfS) school currently in Phase 2. The Instructional Leaders EAfS support learning outcomes K–2 in Literacy and Numeracy through targeted professional learning and working shoulder–to–shoulder with teachers. Students with additional learning needs are identified and supported through targeted intervention and extension programs K–6.

The school has a strong focus on research based and evidence informed quality teaching with a focus on Explicit Instruction strategies. An Instructional Leader works closely with teachers focusing on improving Literacy and Numeracy outcomes for all students. Students are provided with ample opportunities to participate in extra–curricular activities in sport and the performing arts.

Staff members are highly dedicated professionals, including early career and experienced teachers. Professional Learning opportunities are of the highest priority, ensuring excellence in teaching is evident across EHPS.

EHPS has a positive and active Parent & Citizens (P&C) and Student Representative Council (SRC). The school works within Sugarloaf Community of Schools (SCoS) and embraces broader educational alliances, including local Aboriginal Education Consultative Group (AECG) –Kumaridha and local OOSH providers.

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

Strategic Direction 1

Quality Personalised Learning

Purpose

To ensure a high performance school culture delivers a strategic approach to personalise academic and wellbeing needs of students.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school as identified in Tell Them from Me Survey. (TTFM)

Demonstrated improvement in student behaviour through internal data systems.

Demonstrated improvement in student's value added performance as identified through SCOUT data.

Overall summary of progress

In 2019 our school rated above state in Advocacy at School (75%) and Expectation for Success (88%). We rated below state for Sense of Belonging (58%). Our internal data for student behaviour reflected the refined process that is now in place for Wellbeing and Discipline. Whole school expectations of Respect, Responsibility and Strive were chosen by staff, students and community. Value added results saw our school delivering in K–3 and 5–7 and working towards in 3–5.

Progress towards achieving improvement measures

Process 1:   Connect Succeed Thrive
        • Review and refine a whole school integrated approach to student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
PBL process is ongoing, having rolled out lessons across the school, students and staff are becoming more familiar with the language. The mascot was decided and a graphic designer is currently reviewing students' submissions for the design of our mascot. The wellbeing team reviewed and updated the Learning Support process. Community partnership with Samaritans in running Creative Times programs for identified students. Rock and Water was a successful program provided to identified students in Stages 2 and 3. Student, staff and parent feedback has supported the program to continue in 2020. Staff were made aware of other programs eg ReLate which supports PBL in other schools. Seasons operated in Term 4 (4 groups across Stages 1 –3) run by staff already trained. A Reconnector has been organised for Term 1, 2020 at EHPS for the staff who are already trained.	Replacement for 3 staff who attended PBL training for 3 days. Rock and Water facilitators employed to work 1 hour per week with Stages 2 and 3 in Terms 2–4.

Process 2:   Learning Review
        • Embed a collaborative approach to consistent teacher review of student learning and monitoring progress and future directions.
        • Evidence based learning goals support a growth mindset and student self regulation.

Evaluation	Funds Expended (Resources)
Review of EHPS reporting to parents was refined and in Term 1, Three Way	Funded through socio economic

Progress towards achieving improvement measures	
Conferences were held identifying students goals to support their learning and wellbeing. In Term 3, there was an introduction to whole school interviews K–6 on site. Feedback from this process was positive and will continue to be refined and developed in 2020. Introduction of Collaborative Learning Communities (CLC) was strongly supported by staff to enable them time with stage groups for quality analysis and dialogue regarding student learning and progress. Inclusion of additional staff ie Library, RFF teachers in CLC timetable needs to be reviewed and included in 2020.	background.

Next Steps

- Further refinement of expectations of student learning goals and their onging review.
- Identified timeline for Personal Learning Pathways.
- Continue with Collaborative Learning Communities (CLC) investigating outside support to release all teachers.
- Wellbeing Committee to be formed to review and update School Anti–Bullying plan.
- Learning Support Team systems to be reviewed to identify strengths and areas to improve. Sentral behaviour reporting system to be developed to support new PBL expectations.
- Continue with Rock and Water support for students.
- Professional learning on Growth Mindset to be delivered to all staff.

Strategic Direction 2

Excellence in Teaching

Purpose

To deliver excellent evidence based teaching strategies and sustainable systems for collaboration, explicit teaching and feedback that drives improved outcomes for all students.

Improvement Measures

• Increased percentage of all students in the top two bands for reading, writing and numeracy.

• Improvement in the classroom practice as identified through Australian Insitute for Teaching and School Leadership (AISTL) classroom practice continuum.

Overall summary of progress

Students in the top 2 bands for reading have remained the same when comparing 2018 to 2019 results. Numeracy saw a 1% increase between 2018 and 2019. Introduction of Collaborative Learning Communities (CLC) has proven to be highly regarded and valued by staff. It has provided stage collaboration, recognised by staff, as respectful and authentic. Lead Learner roles were established for aspiring leaders to facilitate professional learning and readings such as 'What Works Best' and the Disability Standards.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice
     • Collaborative practice, explicit teaching and feedback inform evidence based teaching strategies across the school and are reflected in teaching and learning programs.

Evaluation	Funds Expended (Resources)
During CLC times, collegial discussions took place to reflect on class work samples stimulating consistent teacher judgement. Numeracy scope and sequence reviewed with minor adjustments to be made in consultation with staff. Identified key staff to participate in Community of Practice focus on Numeracy. Knowledge obtained at professional learning opportunities was shared throughout the term at staff meetings and CLC time. Peer observations were not possible with school timetabling and organisation. This impacted on the flexible use of RFF time and staff. This will be a focus for all staff in 2020.	CLC meetings with set time Staff Professional Learning Allocated time

Process 2: Data Analysis
     • Strengthen systems and practices for data analysis to inform planning, programming, assessing and reporting. (PPAR)
     • Learning goals for all students are informed by analysis of internal and external student achievement data.

Evaluation	Funds Expended (Resources)
Feedback from staff was that CLC time was highly valued and will continue in 2020. The Planning Programming Assessing Reporting structures were reviewed and it was highlighted that this requires continued refinement in 2020 to meet	CLCs PPAR document EHPS Reporting document

Progress towards achieving improvement measures	
the needs of authentic data to inform practice. Semester 2 reporting to parents completed and will be reviewed in 2020 to align with new syllabi and National Literacy and Numeracy Learning Progressions. The National Literacy and Numeracy Progressions data harvest has been internally analysed. Awaiting further information regarding DoE data harvesting.	The National Australian Literacy and Numeracy Progressions ILs PAT testing

Next Steps

- Review 2020 reporting to Parents Semester reports proforma.
- School Executive and Lead Learners to be supported by School Services with Formative Assessment professional learning for all staff.
- Peer Coaching to be established in 2020.
- Review of whole school assessment cycle.

Strategic Direction 3

Future Focused Communities

Purpose

To develop improvement through community engagement and effective leadership to build a strong supportive school community. Future focused teaching and learning will prepare students for a complex and dynamic society.

Improvement Measures

• Increase levels of achievement as measured on the Middle Years Transition Matrix for pedagogy.

• Increased participation and access of a shared suite of professional learning though the Sugarloaf Community of Schools.

• Increased student engagement as identified in Tell Them From Me data.

Overall summary of progress

2019 saw a review of transition programs to high school for our Year 6 students. A transition team was established with staff representing each of the feeder primary schools and West Wallsend High School.

Increased exchange between high school and Year 6 teachers to provide explicit information to support students transitioning to Year 7.

West Wallsend High School invited primary staff to participate in Professional Learning. This opportunity was taken up by staff when professional learning supported staff PDP's. Eg: Accreditation, writing a CV. Three EHPS staff achieved their Proficiency accreditation in 2019.

Students who are 'socially' engaged have a sense of belonging at school and increased academic motivation. Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. EHPS students were below the state in all these areas for Year 4–6.

Progress towards achieving improvement measures

Process 1:   Effective Transitions
   • Actively engage all students in positive consultations with teachers, parents/carers and mentors in order to maintain high expectation relationships to fulfil student potential.
   • Align professional learning opportunities across Sugarloaf Community of Schools and wider professional learning community.

Evaluation	Funds Expended (Resources)
Increased partnership with feeder high schools to support students moving into Year 7. Greater transition experience for students identified as needing the support. Increase of EHPS staff accessing professional learning offered by West Wallsend High School.	Goal Template Social story template Working with P&C to support Kindergarten transition expo and Kindergarten coming to school afternoon tea.

Process 2:   Future Focused Learning
   • Engage all key stake holders in planning, reviewing and implementing future focused learning and targeted resourcing.
   • Upskill staff to deliver engaging and future focused teaching and learning that promotes Collaboration,

Progress towards achieving improvement measures

Process 2: Communication, Co–operation, Creativity and Critical thinking.

Evaluation	Funds Expended (Resources)
Student feedback highlighted the success in engagement of STEM challenge days.	Technology (iPads, robots, spheros, laptops)
Technology resources increased through the support of P&C who have identified this as an area of need at the school.	P&C funding
	Staff participating in Professional Learning targeting future focus learning to be delivered in classroom.

Next Steps

- Technology Committee to be formed to support staff in delivery and use of technology to enhance teaching and learning.
- Technology Committee to lead staff in Professional Learning such as Seesaw and online resources.
- Reading Eggs and MathsOnline identified as two learning platforms to be used by all students in 2020.
- Engage all key stake holders in planning, reviewing and implementing future focused learning in all classrooms.
- Staff to analyse Tell Them from Me Data – Engagement, to review areas identified as below State and put in place practices to support student engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$48,632	All Aboriginal and Torres Strait Islander (ATSI) students have a Personalised Learning Support Plan (PLSP) that was designed in consultation with the individual and their family. Additional School Learning Support Officers (SLSOs) were employed to assist ATSI students with specific learning needs. All ATSI students showed improvement in their learning as referenced from internal and external assessment data and tools such as the National Literacy and Numeracy Progressions. All students had the opportunity to engage in cultural days such as NAIDOC and Reconciliation Week. All teaching staff ensure Aboriginal perspectives are embedded in the curriculum. External support was employed to mentor identified students and establish a cultural group with current Aboriginal staff at EHPS.
Low level adjustment for disability	School received $82,603 for Integration Funding $46,780 for Adjustment for Disability	Staff members leading and overseeing the Nationally Consistent Collection of Data (NCCD) ensured this was successfully completed. Strengthening of Learning Support Team (LST) practices and processes had a positive impact on students referred through this process. Additional release time was allocated to staff to ensure tasks like Access Requests and the NCCD register were accurately completed. The school went above establishment to increase the Learning and Support Teacher (LaST) allocation to support targeted students and implement specific programs to support targeted students in a variety of ways including academically, socially and emotionally.
Quality Teaching, Successful Students (QTSS)	0.705 was allocated to the school to support aspiring and executive to deliver targeting support for staff.	Executive staff worked with aspiring leaders in the role of Lead Learners. Lead Learners lead staff in weekly Collaborative Learning Committees (CLC) to deliver targeted professional learning, facilitate and leading discussion from professional readings and consistent implementation of quality teaching and learning programs across all stages.
Socio–economic background	$177,529	Staff completed training in specific programs such as MAPPA, Trauma informed practice, Positive Behaviour for Learning and Wellbeing and First Aid. This lead to a deepening of staff knowledge and understanding of the high needs and support of identified students. The Learning Support Team worked collaboratively with classroom teachers and external providers on individual learning goals to ensure differentiated instruction and responsive teaching is evident in all student Personalised Learning and Support Plans (PLSPs). Staff members collaborated on the School Plan (Milestones) and implement initiatives accordingly. Community activities, social days and forums engaged parent participation at all school levels.
Support for beginning teachers	$42,390	Extra release time allowed our beginning

Support for beginning teachers		
	$20,00 transferred to 2019 schools that identified Beginning Teaching staff who achieved employment at other primary schools.	teachers time to plan, program and source teaching material as well as observation of other teaching staff. Funds were also allocated toward PL opportunities and also teacher mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	211	211	207	201
Girls	175	192	199	205

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.1	95.9	94.1	93
1	94.4	94.7	94.7	93
2	94.9	93.9	92.4	92.2
3	93.8	94.6	92.9	92.5
4	92.7	92.5	93.5	91.4
5	93.7	91.8	91.3	92.5
6	93.3	93.6	91.2	91
All Years	94.1	94	92.9	92.2
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)	3
Classroom Teacher(s)	17.51
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.22

*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	788,628
Revenue	4,290,556
Appropriation	4,116,528
Sale of Goods and Services	4,020
Grants and contributions	167,978
Investment income	2,029
Expenses	-3,977,193
Employee related	-3,493,416
Operating expenses	-483,777
Surplus / deficit for the year	313,363

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	82,603
Equity Total	379,657
Equity - Aboriginal	48,632
Equity - Socio-economic	177,529
Equity - Language	0
Equity - Disability	153,496
Base Total	2,876,161
Base - Per Capita	95,263
Base - Location	0
Base - Other	2,780,898
Other Total	540,119
Grand Total	3,878,540

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

Through the implementation of the Tell Them From Me (TTFM) student, staff and community surveys, we were able to clearly identify areas of system improvement and community satisfaction. These surveys were conducted by students from Years 4–6 and 73 parent/carers.

On average, the school performed lower than state average in most parents responses and most student responses. Teacher responses improved slightly in some areas.

The community survey indicated that parents and carers have seen an improvement in school information being communicated to home. This was supported by the school utilising SMS communication system, updating school website and Skoolbag. Feedback from the introduction of Three Way Conferences and Teacher/Parent Interviews was that it gave parents more opportunities to speak to the class teacher and review their child's progress. Parents felt that the staff encouraged the students to do their best work. Our school administration staff continued to rate above state average for their helpfulness and support. With the introduction of Positive Behaviour For Learning (PBL) students and parents have a clearer understanding about the rules for school behaviour.

Highly collaborative culture continued to be recognised by staff as a strength. The introduction of weekly Collaborative Learning Committees has allowed staff to work in stage groups to participate in professional learning and dialogue, planning and designing teaching and learning, analysis of student data and work samples. Just below 50% of students had scores that placed them in the desirable quadrant with high skills and high challenges.

The Student Representative Council and P&C are core contributors to extracurricular activities and both are used as consultation groups during school systems review processes. In 2019 we saw 3 new community members join our P&C. These key stakeholders provide fund raising initiatives with a clear aim for an increase in all student outcomes and engagement. Increase resources in technology has supported an increase in students and staff's access and use of technology in teaching and learning.

Continued connections with the wider community occurred through the inclusion of residences from Masonic Village who were invited to many special events as guests of honour.

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.

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