Engadine West Public School

2019 Annual Report

4292

Engadine West Public School 4292 (2019)

Introduction

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

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School background

At Engadine West Public School we are preparing confident resilient students to make the most of opportunities that their future will present.

We are committed to student success and providing a strong foundation in literacy and numeracy, wellbeing and personal growth. We are a learning community with a strong sense of shared vision and collaboratively developed goals.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. The school is a foundation member of the "Community of Schools on the Park" which strives to maximise student learning opportunities and showcase public education. The professional staff demonstrate dedication and commitment to quality future focused education.

The school provides an extensive range of highly engaging programs from Kindergarten to Year 6 that cater for the needs of all students. Engadine West Public School prides itself in having an excellent reputation in the local community and enjoys the support of an active P&C which works in partnership with the school. The wellbeing and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to excel through their participation in a variety of educational and extra–curricular programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with additional learning needs and strong partnerships between home and school maximise outcomes for students.

The school has clear expectations for all school community members and follows a positive behaviour for learning model. The school promotes safe respectful learners and celebrates achievements.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Evidence Based Learning

Purpose

To ensure student learning is underpinned by feedback derived from assessments (formative and summative) which informs teaching and learning.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the premier's priorities.

Improved student growth from Years 3–5 as measured by SCOUT data.

All students are aware of learning goals in English.

Progress towards achieving improvement measures

Process 1: English Initiatives.

Review English units and teaching and learning practices to ensure student learning needs are being met.

Evaluation	Funds Expended (Resources)
Teachers are skilled at explicit teaching techniques, such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.	$10 000

Process 2: Learning Area Scope and Sequence Review.

Develop sequential and integrated curriculum providing students with meaningful and engaging learning experiences in learning areas.

Evaluation	Funds Expended (Resources)
Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.	$5 000

Process 3: Future Learning.

Design and implement learning experiences for students that employ future focused learning skills using innovative technology and physical space.

Evaluation	Funds Expended (Resources)
Teachers collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence based programs and lessons, which meet the needs of all students.	$5 000

Next Steps

- Staff professional learning on Sentral reporting modules.
- Provide additional professional support for teachers creating and assessing student individual learning/education plans.
- Focus on spelling and five–weekly writing cycles.
- Further professional learning on differentiation in teaching and learning.

- Maintain and extend current collaborative processes within teams.

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Strategic Direction 2

Transformational Teaching

Purpose

To ensure teachers collaborate within and across stage teams embedding planning and professional learning reflecting student information, progress and achievements, data, curriculum requirements, student feedback, and provide continual improvement for all students regardless of ability.

Improvement Measures

All teachers integrate formative assessment techniques into their teaching practice measured through student work samples, teaching progress, classroom observations, internal and external data.

Class teachers report on student achievement including clear and specific information about student learning, growth, next steps and improvement measures.

All teachers use data to inform collective decisions about student learning and teaching programs.

Progress towards achieving improvement measures

Process 1: Formative Assessment.

Continue to build teacher knowledge, skills and understanding in formative assessment and visible learning practices to inform teaching and learning across the school.

Evaluation	Funds Expended (Resources)
Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning.	$3 000

Process 2: Data Use.

Implement learning progressions as a measure to track student learning in literacy and numeracy.

Review and embed a sequential and integrated assessment schedule K–6.

Evaluation	Funds Expended (Resources)
Assessments are developed/sourced and used regularly across stages/year levels to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for improvement and areas for extension.	$0

Process 3: Professional Learning.

Promote and maintain a focus on collaboration across the school.

Evaluation	Funds Expended (Resources)
Deferred to 2020.	$0

Process 4: Curriculum Implementation.

Implement PDHPE curriculum.

Continue to develop and implement science units.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
The school's curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.	$6 000

Process 5: Policy Implementation.

Update social media policy and procedures.

Implement high performance and gifted education policy and procedures.

Evaluation	Funds Expended (Resources)
Deferred to 2020.	$0

Next Steps

- FA
- Continue to develop explicit processes to collect, analyse and report on data.
- Introduce and use the literacy and numeracy progressions.
- Review assessment schedules and align K–6

Strategic Direction 3

Connected Communities

Purpose

To embed the foundations of a school in partnership with its community which is inclusive, informed and engaged.

Improvement Measures

All teachers actively participate in learning communities.

Decrease in reported behaviour incidents.

Increased opportunity for parents/carers to be connected to their childrens' learning and wellbeing.

Progress towards achieving improvement measures

Process 1:   Community of Schools.

Principals meet and work together on common school priorities as necessary.

Evaluation	Funds Expended (Resources)
The school regularly solicits and addresses feedback on school performance from students, staff and parents and the broader school community.	$0

Process 2:   Wellbeing.

Utilise school communities (LST, PBL etc) to identify, coordinate and monitor student wellbeing initiatives that promote positive values and resilience.

Evaluation	Funds Expended (Resources)
The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.	$2 000

Process 3:   Local Community.

Enhance parent and carer engagement through learning sessions, online communication and library connections.

Evaluation	Funds Expended (Resources)
The school regularly solicits and addresses feedback on school performance from students, staff and parents and the broader school community. The school collaborates with the local community where appropriate on decisions about – and access to – school assets and resources, delivering benefit to both the school and the community.	$2 000

Next Steps

- Continue with student–based community of schools activities.
- Continue to monitor Sentral data on student behaviour.

- Update Sentral language to reflect PBL language.
- Increased guidance from parents regarding resources needed to support them.
- Increased promotion of street libraries and parent borrowing section of the school library.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$15 759	Funding used to support students engaging in culture and leadership opportunities. All identified Aboriginal students offered opportunities to engage with culture including One Mob, Yarn Up, Indigenous dance, Premier's Debating Challenge, Operation Art, Calendar for Cultural Diversity, Sutherland Shire Schools Music Festival art competition, dance and choir. An Aboriginal school learning and support officer was employed to work with Aboriginal students in reading. Extensive training was undertaken and supported by the deputy principal.
English language proficiency	$15 954	Funding used to support students with English as an additional dialect through the employment of teacher time and school learning and support officers.
Low level adjustment for disability	$58 138	Funding used to support students with additional needs who did not attract individual funding support, through the employment of school learning and support officers.
Quality Teaching, Successful Students (QTSS)	1.96 FTE	Allocation used for deputy principals to release classroom teachers to pursue professional learning on their performance and development plans directly impacting on student learning outcomes.
Socio–economic background	$39 421	Funding used to support students, who did not attract individual funding support, with additional needs through the employment of school learning and support officers (SLSOs). SLSOs trained in specific program delivery to support the learning outcomes of identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	380	353	348	324
Girls	371	370	376	360

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.6	96.9	96.2	94
1	96.2	95.8	95	94.2
2	94.9	95.8	94.7	94.5
3	95.3	95.9	94.2	95.2
4	94.2	95	94.2	94.3
5	95.4	94.9	93.9	94.7
6	94.6	95.6	91.5	93.3
All Years	95.3	95.6	94.2	94.3
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)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24.47
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.26

*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	537,012
Revenue	5,753,180
Appropriation	5,381,673
Sale of Goods and Services	6,720
Grants and contributions	361,798
Investment income	2,890
Other revenue	100
Expenses	-5,724,548
Employee related	-4,982,400
Operating expenses	-742,148
Surplus / deficit for the year	28,632

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	58,415
Equity Total	214,644
Equity - Aboriginal	15,759
Equity - Socio-economic	39,421
Equity - Language	15,954
Equity - Disability	143,510
Base Total	4,497,589
Base - Per Capita	169,878
Base - Location	0
Base - Other	4,327,711
Other Total	436,048
Grand Total	5,206,696

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

In 2019, 296 students in Years 4 to Year 6 were surveyed on a number of areas relating to their experiences at school.

89% of students have positive relationships with other students and 95% participate in school sport and clubs. 92% value the outcomes they are working towards at school and 92% believe they have positive behaviour at school. 43% of students display positive behaviours towards homework. 89% believe they receive quality instruction from their teachers. 89% of students believe they have positive relations with their teachers and 84% expect to succeed at school.

In 2019 parents were surveyed on a number of areas relating to their experiences at school.

79% of parents feel welcome at Engadine West PS. 69% feel they are well informed and 63% support learning at home. 79% of parents had two or more individual discussions with their child's class teacher throughout the year, with 86% attending various parent meetings at the school. 16% of parents are involved in school committees, 74% believe the school supports learning, 81% believes the school supports behaviour and 69% believe the school is an inclusive place.

In 2019 teachers were surveyed on a number of areas relating to their experiences at school.

83% of teachers believe the school is an inclusive school. 78% collaborated with other teachers about teaching, student learning, planning and assessment. 80% believe there is a strong culture of learning and 76% believe data (from various sources) informs their practice. 76% believe they provide challenging and visible learning goals for students and 71% believe they provide quality feedback. 77% overcome obstacles to learning in the classroom and 64% regularly use technology (beyond the interactive whiteboard and visiting the computer lab) in the classroom.

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.