

# 2022 Annual Report

## Edgeworth Public School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

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## School vision

Edgeworth Public School embraces an inclusive culture of success where everyone is connected and empowered to reach their potential.

## School context

Edgeworth is a large primary school located in Lake Macquarie, in the Hunter Region that caters for children Preschool to Year 6. It has an enrolment of over 700 students including 18% Aboriginal and Torres Strait Islander (ATSI) and 7% English as an additional Language or Dialect (EAL/D).

A staff of over 60 has strong relationships with the wider community, working collaboratively to enhance high expectation relationships and promote school excellence. Strong connections to our Aboriginal Education Consultative Group (AECG) strengthen our commitment to improve the educational and wellbeing outcomes of our ATSI students so that they can excel and achieve in every aspect of their education. Positive links with the Innovation, Inspiration, Learning Alliance (IILA), a collaboration of local public schools and strong relationships with educational, external agencies and a highly supportive and enthusiastic community and P&C are embedded in the culture of the school.

The school reflects community needs by providing a diverse choice of sporting, cultural, academic, leadership and artistic activities. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process is essential to our success.

The school has completed a situational analysis, including consultation that has identified three areas to focus on for this Strategic Improvement Plan, which will continue to build on the previous school planning cycle to ensure that the school embraces a culture of success.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence-based research, focusing on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support through differentiated programs and intervention will be provided where growth is not evident. The High Potential and Gifted Education Policy will also inform intervention needs, ensuring high performing students continue to be identified and supported to achieve their potential.

Staff value the opportunity to develop their professional practice through professional learning and collaboration, so capacities are continually built. The principles of evaluative thinking, monitoring the impact of programs and approaches used by all teachers to ensure quality teaching practices are embedded.

A collective, strategic, and planned approach to wellbeing, engagement and partnerships of the whole school community will continue to be built upon. Wellbeing will be supported by practices that foster students' sense of belonging, promote engagement in learning, school activities and higher levels of attendance. Professional learning communities will focus on improving the quality of teaching and learning and transitions for students.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To continuously improve student learning outcomes we will ensure that every student is known, valued and cared for, within a strengthening culture of high expectations, that puts faces to our data and improves student achievement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- High Expectations

### Resources allocated to this strategic direction

**Socio-economic background:** \$235,000.00

**QTSS release:** \$95,000.00

**Professional learning:** \$3,661.00

**Per capita:** \$22,000.00

### Summary of progress

#### Data Driven Practices

Our focus for 2022 was to have teachers work collaboratively with APC&I's and Stage-Based AP's using data to monitor and assess student progress and design future learning on a whole class, group and individual level within tier approaches to learning & intervention. The process of developing consistent evidence-informed practices was well received by staff with feedback indicating the process helped them to focus on more personalised, differentiated goals for students. Teachers analysed student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs. This informed differentiated support across all stages, in the form of coaching and mentoring by Assistant Principal Curriculum and Instruction for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data (both formative & summative) and have shown improvement across the board in Reading, Vocab and Numeracy. Next year we will establish a K-6 assessment schedule to ensure consistent data collection processes that reflect new syllabus documents and school targets. Additionally, continue to provide staff with regular opportunities to participate in data conversations, stage collaboration time whilst facilitating opportunities for consistent teacher judgement moderating activities. This will support further improvement in teaching practice and collective efficacy across the school.

#### High Expectations

A focus of high expectations for reporting was initiated in 2022 to provide parents with personalised, specific feedback on areas of strength and improvement for student achievement. Staff and community were consulted on what they value as part of the reporting process. Staff indicated they valued efficiency in providing personalised feedback and community appreciated staff demonstrating that they know their child as an individual and could articulate relevant, specific and measurable goals. Teacher and community feedback indicated high levels of satisfaction with the revised reporting process providing clear and concise feedback on learning and behaviour progress Preschool to Year 6. This process will continue in 2023, with feedback to inform future refinements.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of the students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading by 8%	• 2022 NAPLAN data indicates an increase of 12.72% of students in the top two skill bands for Reading indicating achievement of the system negotiated target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading towards 6.9%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Increase the proportion of the students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy by 7.3%	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 22.7% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.35%.</li> </ul>
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy towards 10.6%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
School self-assessment of the School Excellence Framework (SEF) in the element of Data Skills and Use indicates improvement at or above Sustaining and Growing.	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li> </ul>
Increase the proportion of Aboriginal Students in Years 3 and Years 5 achieving in the top 3 bands in NAPLAN Reading by 15%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates an increase of 23.33% of Aboriginal students in the top three skill bands for Reading exceeding the achievement of the system negotiated target.</li> </ul>
Increase the proportion of Aboriginal Students in Years 3 and Years 5 achieving in the top 3 bands in NAPLAN Numeracy by 18%.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates an increase of 7.19% of Aboriginal students in the top three skill bands for Numeracy working towards the achievement of the system negotiated target.</li> </ul>

## Strategic Direction 2: Empowering Educators

### Purpose

To enhance teaching practice that is committed to identifying, implementing and evaluating the most effective evidence-based strategies. Staff embrace professional standards, effective collaboration and explicit, quality teaching processes across learning environments where everyone can reach their potential.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Embedded Quality Teaching Practice
- Collaboration

### Resources allocated to this strategic direction

**Socio-economic background:** \$50,500.00

**QTSS release:** \$42,670.24

**Per capita:** \$8,755.84

**Professional learning:** \$16,444.80

### Summary of progress

**Embedded Quality Teaching Practice** In 2022 all staff completed PDPs which identified professional learning goals which were closely aligned to the School Improvement Plan and the Australian Professional Teaching Standards. Professional learning was differentiated and targeted to support staff to achieve these goals. Focuses included whole school reading initiative to explicitly embed the Science of Reading & Scarborough's Reading Rope (2001) with the use of decodable readers, quality / engaging texts and effective questioning. Feedback from Professional Learning indicated that the professional learning provided supported staff to make these changes to their classroom reading culture. Professional learning built the capacity of staff to plan and implement these evidence-based strategies, displayed in class teaching and learning programs and classroom observations. In 2022 all staff completed PL around curriculum reform (the changes and the why). K-2 teachers utilised the new Mathematics and English Syllabus supporting documents as a self-selecting school where they adapted the units to suit the school's context and needs. In 2023, we will continue to provide support to embed these practices and ensure that K-2 staff are supported to utilise the new syllabus documents. Professional learning with all staff will focus on the curriculum reform journey, evaluating the impact of teaching during learning (adjusting/adapting accordingly) and facilitating student interpretations of their learning into teaching cycles.

**Collaboration** Our focus for 2022 was utilising collaboration days and QTSS allocation effectively to enable teachers to work collaboratively with shoulder-to-shoulder support with knowledgeable others (an area of need identified through TTFM, LEED survey and PMES survey). Collaboration days were used to support staff to work collaboratively to up-skill, analyse/interpret data, plan, implement and document evidence-based teaching & learning strategies. This year a focus has been to utilise the new model of collaboration which was supported by the two Assistant Principal Curriculum & Instruction (APCI's). Professional dialogue on implementation of evidence-based strategies and the use of data to inform teaching practice was evident throughout collaboration days. Teachers valued collaboration in supporting them to maximise impact on student learning outcomes as evidenced by TTFM data. 2023 will see the executive team collectively plan to ensure that all collaboration days have the same structure and are supported all exec including stage AP's, APCI's and DP's.

QTSS allocation of resources were utilised for knowledgeable staff, AP's and APCI's to build the capacity of staff through shoulder-to-shoulder support, professional discussions and reflective practice. The APCI's have had a particular focus on Early Career Teacher support. This practice has impacted heavily on teacher practice and ultimately on student outcomes. The support was flexible and responsive to the individual staff needs. The development of whole school process in supporting teachers to collaboratively plan, develop and refine teaching and learning goals will be crucial. School executive will collaboratively plan professional learning which emphasizes effective impact of instruction to ensure high expectations, interpretations of students' progress and protocols that promote evaluative thinking and content mastery.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School self-assessment of the School Excellence Framework (SEF) themes of Explicit Teaching and Lesson Planning indicates further improvement at or above Sustaining and Growing.	EPS is maintaining at Sustaining and Growing in the themes of Explicit teaching and Lesson Planning although is moving towards Excelling in Explicit Teaching with the support from stage AP's, APC&I's and knowledgeable other across the school.
School self-assessment of the School Excellence Framework (SEF) themes of Improvement of Practice and Literacy and Numeracy Focus indicates further improvement at or above Sustaining and Growing.	EPS is maintaining at Sustaining and Growing in the themes of Improvement of Practice and Literacy and Numeracy Focus.
School self-assessment of the School Excellence Framework (SEF) element of Learning and Development indicates further improvement at or above Sustaining and Growing.	EPS is maintaining at Sustaining and Growing in the element of Learning and Development.
TTFM 'Focus on Learning' Teacher Survey Report (Collaboration) indicates improvement at or above 7.6 towards State norm.	2022 TTFM teacher survey indicates that EPS has moved from 8.2 to 7.5 which is below the state norm (7.8) in Collaboration.



### Purpose

A whole school approach to wellbeing ensures all students can connect, succeed and thrive through positive attendance and strong relationships. Effective partnerships underpin ongoing school improvement where all stakeholders feel valued.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Enhanced Wellbeing
- Effective Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$20,000.00

**Per capita:** \$4,000.00

**Professional learning:** \$24,500.00

**Aboriginal background:** \$3,100.00

### Summary of progress

In 2022 all staff were supported with training in the co-created attendance procedures, including the implementation of an attendance tracker. School executive participated in fortnightly HSLO meetings ensuring vulnerable students/families were identified and supported. These processes triaged appropriate resources at point of need ensuring open, targeted communication with families to assure students were at the center of the procedures.

Families received 5 weekly attendance reports and students achieving 100% explained attendance were acknowledged. HSLO meetings ensured focus remained on attendance and initiatives embedded. Data indicated the school is performing above the state average in daily attendance rate of students attending 90% and above. Gains in cohort attendance are evident, particularly in the early years.

Previous school well-being systems and processes together with student focus groups reflections were reviewed to establish new initiatives that supported the evolving student and staff well-being needs. In 2022 all staff engaged in the first two modules (Body and Relationships) of Berry Street professional learning. Morning circle routines were implemented in all classrooms and weekly lessons were embedded supporting Zones of Regulation, Positive Primers, key relationship frameworks and student self-awareness. Tell Them From Me snapshot was implemented twice for students in 2022 - feedback indicated decreases in students positive relationships, advocacy and sense of belonging. This was strongly reflected in Year 6 cohort data where relationships and advocacy were particularly highlighted.

Parent and staff TTFM were completed with a significant increase in the response from parents. Data showed that initiatives are having a positive impact on attendance rates, further implementation of Berry Street in 2023 will continue to enhance student well-being and engagement.

Focuses for 2023 will include a strengthening of attendance systems and initiatives with key focuses on student engagement, individualised support and high expectation relationships. Berry Street Program full implementation will occur in its second year of operation in the school with practices & strategies implemented school wide reflecting the new Behaviour and Inclusive and Engaging Schools Policies. Additionally, the appointment of an above establishment Assistant Principal of Inclusion and Engagement will support well-being/engagement practices with focuses on strategies for teacher shoulder-to-shoulder support, student voice and vulnerable students requiring additional assistance.

EPS values it's strong relationship and dynamic partnership with Kumariidha AECG representatives. EPS actively represented at both full and associate members AECG meetings ensuring ongoing openness between school and AECG directions. This relationship supported the embedding of various cultural activities and initiatives in 2022, which community were consulted and connected with. Students engaged in activities across the school through specialised programs (Yidaki & Dance, Leaders Languages, Aboriginal Library selections, mural and shirt designs) and key recognition days across the year. Ongoing support of Aboriginal Languages grant has provided support to our First Steps Strategy, for the Early Years language and culture program. This is endorsed by our AECG, resulting in all preschool and kindergarten students being immersed in Awabakal language through games, hands on activities and in-class expression.

Aboriginal staff supported whole school initiatives which targeted all stakeholder by embedding Awabakal words in

spelling literacy programs, visible in our library and evident in school posts on school social media platform. These initiatives highlighted the interest our community had in strengthening our traditional languages with over 20% of parental feedback highlighting these as extremely positive. EPS students are gaining confidence in using Aboriginal language across the school with all Acknowledgments of Country in students' own language, together with, all students able to sing the National Anthem in Awabakal language.

In 2023, strong connections with AECG and our Aboriginal Education team will continue to work collaboratively with community to ensure that all students achieve their personal potential and are supported in culturally safe learning environments where authentic relationships are embedded.

Firming connections with IILA (community of schools) community through special celebration days, cross professional learning opportunities and transition programs are valued by all stakeholder and continue to be a priority at EPS.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending 90% of the time by 6%.	The number of students attending greater than 90% of the time or more has decreased by 13% from baseline target. School data (53.2%) is above state (52.5%), network (45.3%) and SSSG (37.7%).
Increase the percentage of students reporting positive wellbeing (Expectations of Success, Advocacy, Sense of Belonging) towards or by 4.6%.	73.84% of students reporting positive wellbeing outcomes has decreased by 7.03% across the positive wellbeing measures against baseline measures. Sense of Belonging increased 6% from Survey 1 to Survey 2.
School self-assessment of the School Excellence Framework (SEF) theme of Community Engagement indicates improvement at or above Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$353,404.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Edgeworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> IFS for 24 students throughout 2022, has been utilised to enable funded students to access the curriculum effectively and to engage in school activities, supporting inclusivity of our learners. The majority of funds received, enabled the employment of school learning support officers, to assist with personalised learning and support for students in the classroom and playground. Funds also provided relief for classroom teachers and SLSOs to undertake professional learning, relevant to the individual needs of the students they support. Regular meetings occurred, to plan adjustments with parents, carers, external agencies and specialists, to develop, implement, review and evaluate individual learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding for IFS students in 2023 will continue to be allocated, to provide additional staffing (SLSOs and interventionists) with a focus on professional learning for all staff, to continue to foster a whole school culture of inclusivity and support. The school Learning Support Team practices will continue to be strengthened, particularly in the development of Personalised Learning and Support, Health Care, Behaviour Support and Risk plans to monitor funded students more closely with relevant resources, professional learning and time allocated at the point of need.</p>
<p>Socio-economic background</p> <p>\$407,629.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edgeworth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Embedded Quality Teaching Practice</li> <li>• Collaboration</li> <li>• Enhanced Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional school learning support staff to support students</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Socio-economic funding was used to support the intervention program throughout 2022. Intervention was provided by a combination of specialist</p>

<p>Socio-economic background</p> <p>\$407,629.20</p>	<p>teachers and School Learning Support Officers (SLSOs), with professional learning built into the program to support both teachers and SLSOs. Assessment and data to identify students has included: modified DoE Mathematics Assessments, Magic 100, 200 and 300 sight words, writing samples, reading levels and phonics, phonological awareness, fluency and comprehension one-to-one assessments.</p> <p>The team worked collaboratively for programming, assessment, review of data and the formation of groups to target a range of students working towards, working at and working beyond. Intervention ran in cycles of 10-week programs. The team met each fortnight to review progress and planning and discuss resources and activities. Additional RFF was factored in weekly for each intervention teacher to provide extra time to plan and implement best-practice support and review data and progress with their supervisor.</p> <p>The funds were also utilised to provide teams the opportunity to work collaboratively for a day each term with a focus on reflecting on professional learning, student achievement data and future planning, programming, and learning experiences. Stages analysed student data and created areas of focus for literacy that were stage based but individualised for specific class needs. Data was analysed through Plan 2, check in assessments and internal school data. This allowed teachers to have a narrower focus on explicit teaching aligned to the progressions, resulting in students receiving explicit teaching at point of need, to improve learning outcomes.</p> <p>Students were also financially supported if needed for educational materials, uniform, equipment and excursions costs. The impact of this support, was evidenced by all students had the opportunity to be included in all school activities providing equity for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide opportunities for students to be supported through intervention with a focus on remediation, bump up and extension. As staff have indicated that they highly value the opportunity to collaborate through professional learning, planning, programming and analysing student data and achievement, this will continue to be made a priority through the use of this funding.</p>
<p>Aboriginal background</p> <p>\$169,306.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edgeworth Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• creation of school literacy resources embedding local language</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through consultation with the AECG, the main purpose of the use of Aboriginal background funding is the employment of an Aboriginal SLSO to support learning needs, embedding cultural awareness and activities and building and maintaining community connections. Academic programs and</p>

<p>Aboriginal background</p> <p>\$169,306.00</p>	<p>intervention in particular is lead by an above establishment teacher, working with students and collaborating with the SLSOs.</p> <p>The aim of intervention this year was to support students in reading and writing. Videoed sessions in reading and photographed writing samples were used to group students according to need. Ignition activities used Aboriginal texts/themes to heighten engagement. These records are shared with students and families. This has resulted in improved student outcomes in reading and writing evidenced by feedback from classroom teachers indicating that students have developed more confidence for independent writing tasks and reading.</p> <p>Our Aboriginal Library is an ongoing project and will continue into 2023. Books are regularly purchased and a data base has been created for staff to know what is available and resources have been created to support the use of the literature in the classroom.</p> <p>Senior school executive consulted with Kumaridha AECG representative around embedding cultural activities and programs for 2022, which ensured community was engaged to provide programs. EPS represented at AECG meetings ensuring accurate information between school and AECG.</p> <p>External providers were utilised for cultural programs aimed to empower and create a positive change. The girls' programs supported: cultural connections, dance, mentoring and building confidence, while opportunities were provided for the boys in dance and yidaki. Impact is evidenced by enhanced community engagement, strengthened community consultation and increased connections to culture of Aboriginal and Torres Strait Islander students. This is evidenced in PLSP conversations with parents.</p> <p>A continuation of a grant provided to support the First Steps Strategy, for an Early Years language and culture program endorsed by AECG, resulting in Preschool and Kindergarten students being immersed in Awabakal language with positive community feedback around inclusion of Aboriginal languages in the curriculum. The program provided an opportunity for Aboriginal culture and identity to be developed and nurtured in our Preschool and Kindergarten students, through games and music, under the guidance of a local Aboriginal mentor. The whole school also embedded an Awabakal word of the week in spelling programs. Impact is demonstrated through students showing confidence in using Aboriginal language including Acknowledgment of Country in language and National Anthem in Awabakal language as well.</p> <p>Attendance continues to be a priority, ensuring incentives within the school are provided, connecting with and supporting families, and collaboration with OOSH providers, are embedded to improve and support attendance. The school works closely with the HSLO and Aboriginal Attendance Officer and reviews school-based data to support families and students through targeted interventions/plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2023, strong connections with AECG will remain and the Aboriginal Education team will continue to work collaboratively with community to ensure priorities are embedded and appropriate support is provided for Aboriginal and Torres Strait Islander students, with a focus on attendance, community connections, academic intervention at point of need, embedding language and providing opportunities to engage in cultural awareness and programs. The school will continue to strengthen its processes around transitions, Personalised Learning Pathways, mentoring, student voice, high expectations, cultural safety, learning &amp; teaching and authentic engagement with our school stakeholders.</p>
<p>English language proficiency</p> <p>\$9,567.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edgeworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>



<p>English language proficiency</p> <p>\$9,567.04</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Funding was utilised to provide teachers with support of a colleague with EAL/D (English as another language or dialect) experience to assess and plot students' language proficiency on the continuum as beginning, emerging, developing, or consolidating, in speaking, listening, reading and writing. Teachers were supported with resources and guidance on how to support students from refugee backgrounds when settling into a new community and school. In collaboration with the class teachers, students were identified that required additional support to assist them in developing English language proficiency. Identified students accessed intervention within small withdrawal groups conducted by School Learning Support Officers to provide support in all aspects of English. Students demonstrated improvement in spoken and written language and extensive reports on progress were provided on all students accessing support. The specialist teacher and SLSOs liaised with families and classroom teachers about progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A reflection on the 2022 processes demonstrated the success of upskilling a learning and support officer to provide targeted intervention for students that are from backgrounds other than English language or dialect. This enabled the development of a high quality, sustainable program. At the conclusion of the year, new student arrivals also highlighted the need for specialist staff to support students with minimal English. We were fortunate that a new member of staff had extensive experience and was able to support classroom teachers and these students.</p>
<p>Low level adjustment for disability</p> <p>\$290,090.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Edgeworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of Learning and Support Teachers (LaST) to provide direct and timely specialist assistance to students in mainstream classes with disability and additional learning and support needs. Students requiring support to access appropriate curriculum are identified through performance data analysis, observational data, ongoing consultation with parents and carers and specialist reports. The needs of individual students, school priorities, and evidence-based programs are embedded through a collaborative and consultative approach. This resulted in students and their parents/carers being actively involved in decision-making, evidenced by successful review meetings with all key stakeholders.</p> <p>Funds were also used to employ School Learning Support Officers to work with classroom teachers to provide assistance to students with additional learning and support needs and in school routines and classroom activities. Allocation of SLSO classroom and playground support are discussed and determined through Learning Support Team processes. Supports include: literacy and numeracy intervention as well as behavioural and emotional regulation support in both the classroom and playground. Timetables are fluid, flexible and responsive to student need. Ongoing assessment and monitoring ensures all students are catered for and make expected</p>

<p>Low level adjustment for disability</p> <p>\$290,090.48</p>	<p>progress. All students across the school have literacy and numeracy goals and students with a diagnosed disability have personalised learning and support plans. Goals are continually monitored, reviewed and adjusted as required.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Low Level Adjustment for Disability funding will be used to employ SLSOs and our Learning and Support Teachers. The school will continue to streamline Learning Support processes which have resulted in provision of most appropriate support for students and improved outcomes.</p>
<p>Professional learning</p> <p>\$44,605.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Edgeworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Collaboration</li> <li>• Enhanced Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Berry Street Education Professional Learning</li> <li>• Connecting to Country</li> <li>• Collaboration and Stage Planning</li> <li>• New Curriculum Professional Learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 the school invested in a whole school staff professional development program, 'Berry Street Education Model' to strengthen strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. The pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices. There are 5 domains in the BSEM which will be addressed over 2 years of implementation that correspond with child-development capacities that each student must grow in order to be 'ready to learn'. When considering how to best meet the needs of students, the model focuses on building self-regulatory ability, relational capacity and then nurture wellbeing and willingness to engage in learning.</p> <p>PL Session 1: Body 1 - Increasing students' capacity for physical and emotional regulation of the stress response, de-escalation and focus. PL Session 2: Body 2 - Increasing students' capacity for physical and emotional regulation of the stress response, de-escalation and focus.</p> <p>As a result of the first stage of implementation teachers are embedding the key principles of consistency across the school, morning circle routines, zones of regulation and ready to learn scales. This has had a positive impact on student behaviour evidenced through Sentral data.</p> <p>A number of staff also had the opportunity to engage in 'Connecting to Country' professional learning, a three days course where participating teachers learned about local Aboriginal culture, history and social experience. As a result the participating teachers have significantly bettered the depth of their insight into the myriad of social, cultural, historic, economic and political issues that continue to affect and concern Aboriginal peoples and communities. Teachers also similarly attained a culturally informed awareness of the cultural geography of their local school precinct and more broadly their school's region, and encounter firsthand the concept and meaning of country from an Aboriginal cultural standpoint.</p> <p>Professional learning funding also enabled opportunities for teachers to be released to participate in PL on the new curriculum and provided teams with opportunities to collaborate, resulting in teachers developing knowledge and confidence in implementing the new curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Professional learning</p> <p>\$44,605.80</p>	<p>In 2023 the school will continue the whole school staff professional development program, 'Berry Street Education Model', in the final two domains, Stamina - How to create a culture of academic persistence in your classroom by nurturing student resilience, emotional intelligence and a growth mindset and engagement - How to motivate students with strategies that increase their willingness to learn and Character - How to harness our values and character strengths approach for effective learning and for future pathways.</p> <p>Curriculum Reform will be a significant focus for professional learning in 2023.</p>
<p>QTSS release</p> <p>\$137,670.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edgeworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• High Expectations</li> <li>• Embedded Quality Teaching Practice</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>QTSS funding was utilised to support Stage Assistant Principals with one day off a week to work with class teachers shoulder to shoulder, building capacity in identified areas. Teams engaged in collaborative discussions with colleagues and supervisor to reflect on their teaching practice, participation in Professional Learning and its impact of the achievement towards their goals.</p> <p>QTSS funding also supported 4 collaboration days for each stage team of teachers to meet, resulting in deepening professional knowledge and the opportunity for time to collaborate on teaching and learning programs, ensuring programs were responsive to curriculum, student's interest and achievement data.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Both the collaboration days and QTSS days supporting APs to work shoulder to shoulder with their colleagues was greatly appreciated as evidenced by feedback, where both of these initiatives were identified as being highly valued under effective collaborative and evaluative practices at our school.</p> <p>Heading into 2023, we will continue to strengthen instructional leadership among or executive and aspiring middle leaders and prioritise appropriate support and professional learning to achieve staff PDP goals and achievement of School Improvement Plan targets.</p>
<p>COVID ILSP</p> <p>\$304,532.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>



<p>COVID ILSP</p> <p>\$304,532.00</p>	<ul style="list-style-type: none"> <li>• 3 cycles of 10 week small-group intervention with pre-, post- and ongoing assessment provided by 3 teachers and 2 SLSO staff (working various day across the week) under the supervision of CILSP coordinator (0.2 FTE).</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• releasing staff to coordinate the program - CILSP Coordinator (0.2 FTE)</li> <li>• providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students have demonstrated substantial growth when comparing pre- and post- assessment data. With a primary focus in intervention on reading and decoding skills, hundreds of students have significantly increased their fluency and decoding abilities, many of these students identifying as Aboriginal or Torres Strait Islander. Feedback from students at the end of cycles have confirmed students engagement and success, with students reporting "You have helped me to learn my sounds and blend them together so now I can read", and "I loved learning through games and now I understand how things are related in Maths like addition and subtraction are linked and division is the opposite of multiplication. I can also use division to help with fractions".</p> <p><b>After evaluation, the next steps to support our students will be:</b>  As the allocation of CILSP funding comes to an end, with a reduced funding scope in 2023, the intervention team will look forward to 2023 and start planning for immediate academic intervention to commence in early Term 1. To facilitate this process, additional values have been added to our assessment spreadsheets to track students moving in to 2023 who require follow-up intervention or are identified through the Learning and Support processes. This will allow 2023 teacher interventionists to quickly identify and target students moving into Cycle 1, 2023.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	301	293	326	329
Girls	309	324	331	318

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	92.5	92.8	90.4
1	94.7	92.0	91.6	87.7
2	94.7	94.5	91.1	89.3
3	92.6	92.0	92.8	85.8
4	93.0	91.1	91.3	89.4
5	93.1	92.3	87.8	88.4
6	91.5	91.3	89.0	83.4
All Years	93.1	92.2	91.0	87.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	5.4
Classroom Teacher(s)	25.56
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	5.46

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

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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

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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.

In 2022, staff at Edgeworth Public School have actively engaged in professional learning that supports and enhances their professional knowledge, practice and engagement. The school's systems and processes have enhanced collaborative practices, generated open observations and clarified understandings on progress & impact.

Explicit literacy, numeracy and well-being focuses throughout the year were targeted and differentiated at the point-of-need for our staff. Professional Learning supported the strengths and areas of further development for all staff with an emphasis on what the evidence is telling us and creating an understanding of what our learners are ready to learn.

Edgeworth Public School utilises observation (walk-through), co-planning, co-teaching, monitoring & progression frameworks and mentoring as reflection and evaluation tools as evidence of impact.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	298,703
<b>Revenue</b>	7,962,539
Appropriation	7,766,770
Sale of Goods and Services	32,545
Grants and contributions	160,804
Investment income	2,419
<b>Expenses</b>	-8,138,101
Employee related	-7,055,746
Operating expenses	-1,082,355
<b>Surplus / deficit for the year</b>	-175,562
<b>Closing Balance</b>	123,141

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 budgeting in 2022 was significantly impacted by several factors including school staffing costings, infrastructure upgrades and targeted equipment replacement cost. These factors have been reviewed and evaluated ahead of 2023 school year to mitigate employee related and operating expenses surpluses or deficits.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	353,404
<b>Equity Total</b>	876,593
Equity - Aboriginal	169,306
Equity - Socio-economic	407,629
Equity - Language	9,567
Equity - Disability	290,090
<b>Base Total</b>	4,761,979
Base - Per Capita	168,537
Base - Location	0
Base - Other	4,593,442
<b>Other Total</b>	1,058,384
<b>Grand Total</b>	7,050,360

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

In 2022 students, parents and teachers participated in the Tell Them From Me surveys and a variety of focus group opportunities.

The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

Results indicate;

80% of students have friends at school they can trust and who encourage them to make good choices. The NSW Gov't norm is 85%.

76% of students try hard to succeed in their learning. The NSW Gov't norm is 88%.

86% of students indicated they do not get in trouble at school for disruptive or inappropriate behaviour. The NSW Gov't norm is 83%.

52% of students have a positive sense of belonging. The NSW Gov't norm is 81%.

The parent survey is based on a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at home and school. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The measures were scored on a ten-point scale with 0 indicating a strong disagreement and 10 indicating strong agreement.

Results indicate;

Parents feel welcomed when visiting the school- 7.9 out of 10.

Teachers have high expectations for my child to succeed - 6.1 out of 10.

My child is encouraged to do his or her best work. - 7.3 out of 10.

My child feels safe at school - 7.2 out of 10.

68% of respondents agree or strongly agree that they would recommend my child's school to other parents

79% of respondents have educational aspiration that their child will complete Year 12.

In 2022, parents/carers attendance at special days, open classroom opportunities and accessing of social media platforms were significantly higher than 2019 percentages. Parents/carers actively supported the school and our students in their learning in 2022, as evident in average social media posts reaching 1980 users per post with 25% responding with questions and 50% with positive reactions/comments. The school Facebook platform page has 2100 users/followers and over 380 website visits on a weekly basis.

The teacher survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm is related to dimensions of classroom and school practices. The measures were scored on a ten point scale with 0 indicating a strong disagreement and 10 indicating strong agreement.

Results indicate;

Teachers in our school collaborate - 7.5 out of 10.

Teachers set high expectations for student learning - 9.1 out of 10.

Teachers ensure students receive feedback on their work that brings them closer to achieving their goals - 8.2 out of 10.

Teachers use results from formal assessments tasks to inform lesson planning - 7.6 out of 10.

Teachers establish clear expectations for classroom behavior - 9.2 out of 10

Teachers work with parents to help solve problems interfering with their child's progress - 7.5 out of 10

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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Edgeworth Public School actively provides opportunities for our students to grow, connect and thrive through personalised pathways, strong sense of cultural connections and genuine partnerships. Our school supports explicit processes addressing the needs of our community so that they can reach their full potential within an environment of high expectations and quality relationships.

Edgeworth Public School has over 5% of its total staff being Aboriginal with representations across all levels of leadership, intervention staff and classrooms teachers.

Our school will continue to enhance attendance, cultural safety and personalised learning to strengthen holistic outcomes for our community, ensuring all students are known, valued and cared for at EPS.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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Edgeworth Public School has diverse and multicultural aspects across the school setting. Our school has seen increases in students with diverse language & cultural backgrounds enrolling in the school. Edgeworth Public School actively supports students through targeted intervention, explicit quality teaching and open communication platforms that support a variety of language conversions. We will continue to support all students to feel connected to their classrooms and the school community around them.

