

Engadine West Public School Annual Report



2015



4292

Introduction

The Annual Report for 2015 is provided to the community of Engadine West P.S. 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.

Garry Royston
Principal



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Message from the Principal

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The 2015 school year has been a very successful one. The school has worked diligently to identify future directions through the extensive analysis of school data and the appraising of the views of the children, staff and the community. At Engadine West we are fortunate that all the stakeholders work in partnership to deliver the best possible educational opportunities for our students.

In 2015 the school developed a comprehensive Three Year Plan which focused on the 3 Strategic Directions. These were:-

- 1) Staff will have the capacity to provide high quality, systematic and explicit teaching practices in all learning areas
- 2) Students will be successful life-long learners and responsible global citizens in the 21st century
- 3) Strong, positive school community partnerships

As a result this year has seen a strong focus on Quality Teaching practices in the classrooms, improved student academic results as well as the refinement of the processes used for the collection and analysis of school data. The partnership between the school and the community has also been further strengthened with increased parent information sessions, surveys and the establishment of a school Facebook Page and the Skoolbag phone application.

As Principal of Engadine West Public School I am proud of our achievements in 2015 and the combination of motivated students, dedicated staff and a committed and supportive community should see further successes in 2016.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas of development.

Garry Royston
Principal

School background

School vision statement

The Engadine West School Community seeks to work together to provide educational programs which will allow its students to live happily and work successfully in the 21st century.

School context

Engadine West Public School is situated at the southern end of the Sutherland Shire, close to the Royal National Park. We are a foundation member of the “Community of Schools on the Park” which strives to maximise student learning opportunities and showcase public education. Our professional staff demonstrate dedication and commitment to quality 21st century education. We provide an extensive range of highly, engaging programs K-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 who work in partnership with the school.

The social, emotional and academic needs of all students are met in a safe and caring learning environment. Students have opportunities to reach their full potential through their participation in a variety of educational programs where the curriculum is differentiated to address individual needs. Adjustments are made for students with special learning needs and strong partnerships between home and school maximise student outcomes. Our school has clear expectations for all school community members. We follow a positive behaviour for learning model where expectations are explicitly taught and positive outcomes are constantly celebrated.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook our first self-assessment using the elements of the new School Excellence Framework, with time being allocated to key executive. The executive involved found the process informative and useful to our school journey and have sought to expand its use for 2016; in which the aim will be to expand the use of the Framework amongst the school to continue to better inform, monitor and validate our school journey.

In the domain of learning our efforts sought to sustain and grow our learning culture, curriculum, assessment and reporting. Our school implemented further new curriculums and implemented increased lesson differentiation opportunities into student learning, school wide. These learning opportunities, embedded with IT, where a key characteristic of the students' academic life. This approach was backed by the parent body who donated the funding to purchase IT equipment (iPads). This learning has been favoured by the student body. Our school has shown a demonstrated commitment within the community to strengthen and deliver on school learning priorities. We aligned our school process and systems in collecting PLAN, Grade, NAPLAN and CBA procedures to enhance our assessment and reporting data. With this increased use of data we were able to solidly justify the award of higher student grades in semester 2.

Our major focus in the Teaching domain was our collaboratively developed and implemented approaches to the new Performance and Development plans, Observation Frameworks and the Australian Teaching Standards. Our collaboration was evident and high during this year long process as the school built an effective foundation for these new frameworks and now seeks to further refine these into a peer mentoring program for 2016. This approach has benefitted teachers in gaining effective feedback whilst working with the new Teaching Standards and developing a common professional knowledge. This collaborative aspect of the new standards has also allowed a collaborative staff approach to developing and implementing increased GATS opportunities to students as well as increasing Teacher confidence and abilities in differentiation.

In the domain of Leading, our priorities have been in developing greater data skills and use, professional standards and collaborative practice. Our diligence and collaborative nature has strengthened our ability to actively plan and share targeted professional learning with others as teachers demonstrate responsibility, adaptability and ethical practice in working towards the school goals. This approach has increased the awareness of the school aims and to share with the community our aspirations and pathways to success. It is hoped to build upon this inaugural foundation year for the betterment of the school.

The new approach to school planning is making an impact to our school in the increased alignment and impact to student, staff and community learning. We have begun our understanding of the new process and can now identify the opportunities for our school. The achievements and identification of our next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the education delivery to our students.

Strategic Direction 1

Staff will have capacity to provide high quality, systemic and explicit teaching practices in all learning areas

Purpose

To promote a shared professional culture of excellence through the provision of challenging and engaging 21st century learning experiences that enable students to achieve their full potential.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key development in our Professional Learning. The school has made significant gains in the formulation and implementation of both Professional Development Plans and a whole school Teacher Observation model.

All teachers have been trained in Professional Development Plans and Teacher Observations and feedback. These programs have assisted staff in identifying their learning needs and planning steps to achieve these goals in alignment with school plans whilst attaining student improvement.

Quality Teaching practices have been strengthened in differentiated learning as well as the implementation of qualitative and quantitative data led teaching. TPL sessions in GATS identification and issues have improved staff consideration and understanding of enrichment needs. Data led assessment and professional dialog in Consistent Teacher Judgment were successful initiatives this year in underscoring our understanding and development of student A-E assessment, PLAN, student attainment and assessment practices.

Progress towards achieving improvement measures

Resources (annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended \$4020
5% increase in the top three skill bands for year 3 and year 5 students in Literacy and Numeracy. Analysis of PLAN data indicates that students demonstrate individual growth along clusters annually.	1. Successfully complete the Performance and Development Plan framework (PDP). 2. Developed and Established a Teacher Observation and mentoring process. 3. Embed Quality Teaching and action research to enhance classroom teaching practices. Effective Teaching Feedback for teacher Observation. 4. Developed and implemented school wide PLAN data recording, assessment and evaluation to identify K-6 student performance.	\$3240
Increased implementation by teachers of the Quality Teaching Framework.	5. Action Research (2016) for explicit teaching in differentiation.	\$780

Next steps

- Grow our collaborative teacher learning culture within our teacher observation program to promote collaboration, observation and professional sharing of evidenced based teaching across and between all experience and expertise levels of teacher.
- Continue to promote teacher capacity to differentiate teaching by implementing differentiation into syllabus programs and teachers programming.
- Engage the whole staff in an evidenced based teaching approach to the introduction of 21CL.
- Refine and develop our student assessment practices in PLAN and CBA (Curriculum Based Assessment).

Strategic Direction 2

Students will be successful life-long learners and responsible global citizens in the 21st century.

Purpose

To ensure that students have the capabilities to contribute positively to an ever changing world in which they think respectfully, logically, and creatively as confident, active and informed citizens of the future.

Overall summary of progress

Significant progress was made in the effective implementation of qualitative and quantitative data driven teaching and learning programs, specifically, the new NSW Syllabuses incorporating student self-reflection practices.

Grade teams identified data that was collected for designing assessments across all learning areas. Staff survey results from student self-reflection practices have driven professional learning and subsequent refinement in quality teaching practice. 100% of staff implemented student self-reflection during 2015 to inform their teaching practice and student needs.

Adjusted learning programs were provided for students of Aboriginal and Torres Strait Islander descent and students with additional learning needs i.e. PLP's, ILP's and Gifted and Talented. The Learning Support Team promoted the identification of students requiring ILPs, PLPs and Gifted and Talented and worked in partnership with teachers, parents and outside agencies to ensure that appropriate adjustments were made to support student learning. The school's Gifted and Talented committee made significant progress in enhancing teacher knowledge in the identification and development of Gifted and Talented students. Staff led the whole school community in adapting to ever-changing global technological advancements through quality teaching, improvements in communication facilities, learning workshops and information sessions. The school has increased its use of ICT through the development of programs that utilise iPads in all classrooms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended \$10140
100% of students annually demonstrate individual growth in all learning areas.	According to student reports issued in June and December, evidence supports that student growth is evident in all learning areas. Students requiring additional adjustments to support growth have been identified.	Grades- 1 day each 7 days @ \$390= \$2730 G & T Leaders 1 day x 3 @ \$390 = \$1170
5% increase in the top three skill bands for year 3 and year 5 students in NAPLAN by 2017.	Our students are learning the foundations well, having mastered most of the basics, especially by Year 5 and the steady improvement of NAPLAN. However comprehension and application can be strengthened. We would do well to find a path of understanding and enrichment without destroying the pivotal base of basic skill development foundations that we have already successfully established.	Grades- 1 day each to organise PLP's and meet with parents 7 days @ \$390= \$2730 ICT data collection 1 day @ \$390
Annually, 100% of students individually move forward on the Literacy and Numeracy continuums.	All Teachers entered data into PLAN for all students in June and November. At the end of 2015, all students are on the Literacy and Numeracy continuums according to the assessment data gathered from Literacy programs, SENAs, TOWN and grade Numeracy assessments.	TPL Team leaders 4 days @ \$390 = \$1560 ICT Leaders 4 days @ \$390 = \$1560

Next steps

- Continue to promote learning adjustments to support the learning needs of each individual student in partnership with teachers, parents and the learning support team.
- Maintain the school community's ongoing adaptation to ever-changing global technologies that enhance student outcomes, communication, leadership and management of the school.

Strategic Direction 3 - Strong, positive school community partnerships

Strong, positive school community partnerships.

Purpose

To ensure all members of the school community are working in partnership towards the common goal of nurturing the intellectual, physical, social, emotional, ethical, spiritual and aesthetic development of every student.

Overall summary of progress

Significant improvements have been established in our promotion systems for school initiatives and successes across the wider community.

Communication with staff, parents and community groups in the management of events, programs and policies has been enhanced and community members are increasingly aware of teacher observations and the PDF process.

All teaching staff have played an active role in the PBL process. The PBL team created a PBL teaching scope and sequence with accompanying resources and was made accessible for all classroom based staff. Non-classroom settings were made a priority of focus for PBL. The Year 5 teaching team and PBL team collectively created a 'Future Leader' program and policy. Development and establishment has occurred for a selection process and policy for this program. Selected Year 5 students became our Year 5 PBL playground mediators, hence known as 'BEEdiators.' Year 5 student leaders attended a leadership camp and created an action plan for our 'Peer Mediation Program.' 'BEEdiators' began playground mediation programs and data collection. They communicated this data to the community via their newsletter column 'What's the Buzz' which also included our expectation of the week as per our teaching scope and sequence. As a result there was a steady decline of playground 'issues and offenses.'

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended \$5000
Increased parent understanding of what teachers do; reflected in positive community feedback.	<ul style="list-style-type: none">Primary to infant's workshop. Survey shows 100% of participants had increased understanding of T&L in Primary school.Working with parents in establishing improvements in school communication models has furthered deeper understanding and communication of teacher's role.	Development funding \$5000
Greater links established with the community in supporting student learning, as reflected in the school organisation, management and educational practices.	<ul style="list-style-type: none">Creation of a new Facebook page in consultation with the P&C has resulted in real time updates of student and teacher activities.Year-long consultation with P&C led to the trial and establishment of a faster, convenient and real time home school communication procedure as benefits a 21CL School.	As above

Next steps

- Drafting and consulting of publication of a communication systems and policy and guidelines.
- Differentiate distinctions with clarity between between office and classroom managed problems.
- Continue to implement, refine and evaluate effective school feedback mechanisms for student, staff and parent concerns.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Improved NAPLAN results and PLP's (Personalised Learning Plans) evaluations reflecting success.</p>	<p>Identification and support.</p> <p>Koori Kids On the Park excursion.</p> <p>Whole school Aboriginal Incursion.</p> <p>Koori Kids Community of Schools On the Park (COSOtP) meeting.</p>	\$3136
<p>English Language proficiency funding</p>	No funding received in 2015.	
<p>Socio-economic funding</p>	No funding received in 2015.	
<p>Socio-economic funding</p> <p>Personalised Learning Program (PLP) review meetings with parents reflect that student needs have been addressed.</p>	<p>Completion of Nationally Consistent Collection of Data (NCCD data).</p> <p>Financial assistance of students.</p> <p>Writing and implementation of Individual Education Programs (IEP's) and Personalised Learning Programs (PLP's).</p> <p>PLP reviews and adjustments are made to enhance student outcomes.</p>	\$4224
<p>Low level adjustment for disability funding</p> <p>Funding of additional School Learning Support Officers (SLSO) and Support teacher to support identified student disabilities programs,</p> <p>Year/Stage identified reading programs of BEAR and Mini Lit.</p>	<p>All students requiring adjustments were catered for through classroom adjustments and inclusion in special programs.</p> <p>Increased access to School Learning Support Officers (SLSOs) on all grades.</p> <p>Students requiring support participated in small group sessions with SLSOs on a regular basis.</p>	\$5200
<p>Support for beginning teachers</p> <p>Teacher relief to support Term 2 appointed beginning teacher and their supervisor. Funding support to come Term 3.</p>	<p>Beginning teacher Performance and Development Plan (PDP) is developed and monitored, received extra planning time, mentoring and programming support. School receives beginning teacher support funding to assist in this.</p> <p>Beginning teacher PDP review and feedback.</p> <p>Beginning teacher receives accreditation.</p>	\$13127.38
Other school focus areas	Impact achieved this year	Resources (annual)
<p>New focus areas:</p> <p>Student Leadership</p>	Twelve Year 5 students attended a Leadership Camp with one staff member	\$1240

<p>21st Century Learning using iPads</p>	<p>accompanying. As a result from the leadership activities they participated in, the students involved developed a playground-monitoring program which linked to the school's PBL focus, called the 'Beediators'. Beediator students monitored minor playground incidents and used peer mediation to address minor playground problems amongst younger students. The program was successful, with a reduction in reported playground issues, enabling teachers on duty to focus their attention on major playground incidents.</p> <p>60 iPads were purchased using funds donated through the P&C, along with a charging/syncing trolley. Staff participated in three iPad workshops as professional learning, where they learnt how to utilise iPads to enhance student outcomes, develop 21st Century skills within students and cater for different learning styles in the classroom. Two staff members visited another COSOtP school to conduct teacher observations for iPad use in the classroom. This learning was then shared with the rest of the staff through deliverance of professional learning which focused on integrating iPad use into the new curriculum and behaviour management strategies for using the iPads with students. Staff shared student work samples at the end of 2015 and professional discussion was promoted.</p>	<p>\$30 000 (P&C funds)</p>
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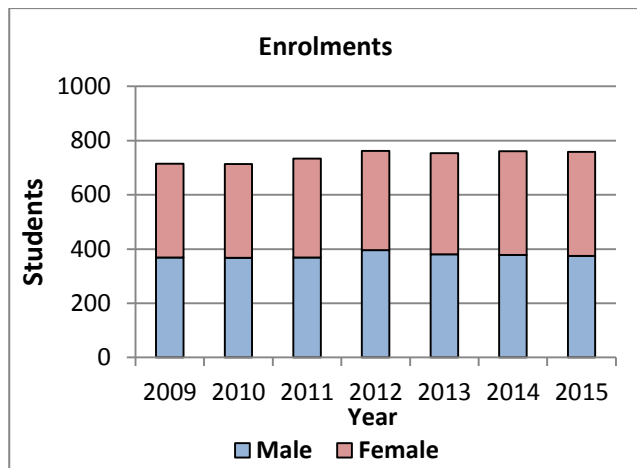


Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	369	367	369	396	381	378	375
Female	346	346	365	366	373	383	383



Student attendance profile

Year		2010	2011	2012	2013	2014	2015
School	K	95.2	96.1	95.8	97.1	96.4	96.1
	1	94.0	96.0	95.1	96.0	95.9	95.5
	2	96.2	94.6	95.9	95.0	95.9	95.6
	3	94.8	96.7	94.8	95.9	95.6	95.3
	4	95.3	95.6	95.4	95.8	95.6	95.3
	5	94.0	96.3	95.3	96.9	95.8	95.0
	6	94.4	94.6	95.2	94.6	95.5	94.6
	Total	94.9	95.7	95.3	95.9	95.8	95.3
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	24
Teacher of Reading Recovery	0.525
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Primary Teacher RFF	1.344
Primary Part-Time Teacher	1.3
Primary Teacher Executive Release	1

Position	Number
Teacher of ESL	0
School Counsellor	0.6
School Administrative & Support Staff	4.672
District managed (not school allocated).	0.4
Total	42.941

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At EWPS 2015 4 Teachers identify as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	55%
Postgraduate degree	45%

Professional learning and teacher accreditation

Regular professional learning was undertaken by all teaching staff during 2015. Staff members participated in professional learning once per week at school, with 7% of staff attending external professional development courses and 10% of staff members assisting in delivering professional learning at school.

During 2015, 11% of staff had achieved accreditation, all at Proficient Teacher level.



Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	164332.36
Global funds	404765.77
Tied funds	217747.01
School & community sources	330358.52
Interest	5608.65
Trust receipts	61336.70
Canteen	0.00
Total income	1184149.01
Expenditure	
Teaching & learning	
Key learning areas	154335.90
Excursions	99390.78
Extracurricular dissections	109451.54
Library	10121.56
Training & development	3042.30
Tied funds	250689.92
Casual relief teachers	150552.62
Administration & office	115427.75
School-operated canteen	0.00
Utilities	54673.33
Maintenance	38469.55
Trust accounts	68411.75
Capital programs	0.00
Total expenditure	1054567.00
Balance carried forward	129582.01

School performance

School-based assessment

Engadine West undertook an improvement initiative this year with its student performance data. The establishment of more effective practices has occurred with all student performance data integrated into PLAN, NAPLAN and Student Grades. This now provides the school with 6 month student performance updates and identifies Gifted and Talented Students, Students needing support and grade base performance data.

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of students who were involved in K-2 enrichment activities said that they enjoyed the lessons
- 35% of teaching staff would like to have longer blocks of SLSO time
- 58% of staff prefer the new SLSO grade allocation model, rather than having SLSOs allocated to individual children
- Our parental feedback from P&C meetings, Facebook page and general discussions was extremely favourable for the increased communication methods within the school.
- 44% of staff feel confident in establishing their PDP goals, with 22% feeling somewhat confident
- Students feel that Engadine West supports them with their education
- 89% of students feel that PBL helps to make Engadine West a happy place to learn



Policy requirements

Aboriginal education

Our school continues to provide support for Aboriginal students and delivers learning programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Acknowledgement of Country is delivered weekly in school assemblies and ceremonies.

A small group of students participated in the 'Koori Kids on the Park' event with the aim to provide a network for Aboriginal families in the school community. The event, which took place in the Royal National Park, included a bush walk, the making of Johnny cakes, an Aboriginal performer and traditional games. Students were also involved in activities such as fishing and etching.

One student was nominated and received a Deadly Kids Award from the Regional Director for academic achievement in the school.

All Aboriginal students have Personal Learning Plans developed in consultation between the teachers, parents and students. These plans outline the students' strengths and areas to be developed. Students have also set goals to achieve over short and long periods of time. These plans will be reviewed each year.

Multicultural Education and Anti-racism

Multicultural Education continues to be integrated into many aspects of our school curriculum.

To celebrate Harmony Day this year students were encouraged to create posters or collages to promote the values of harmony and friendship throughout the world. These were displayed in classrooms for the community to view and appreciate.

The Student Representative Councilors held fundraising events to raise money for the school's sponsorship child in Africa.

In many classrooms students are encouraged to welcome the teacher in a focus language each week.

Other school programs

Engadine West provided many extra-curricular activities during 2015, with successes in academic programs, Create Arts, Sport, Public Speaking and Environmental Education. These programs included:

- Year 1 Recorder group
 - Westgate (gifted & talented program)
 - Year 5 Leadership Camp, Beediators, SLIPS
 - Forensic Science Day
 - Aboriginal Incursion
 - Band

 - Kids Hope mentoring

 - Bright Green Sparks

 - Westmate social skills program

 - Year 6 High School Linkages

 - Stage 3 Targeted Writers groups

 - Debating Team
- BEAR Reading, Early Bird Reading, MiniLit & Reading Recovery
 - Year 3 Dance & Senior Dance
 - Junior Choir & Senior Choir