

# Engadine West Public School Annual School Report 2014



## School context statement

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 21<sup>st</sup> 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.



## Student information

Enrolment at the end of 2014 was 764 students made up of 380 boys and 384 girls. 95.9% of students attended school on average each school day. This percentage was similar in 2013.

In 2014 the school had 30 classes. Class sizes as reported at the class size audit in March 2014 was:

Roll class	Year	Total in class	Total per year
KA	K	21	21
KD	K	20	20
KE	K	20	20
KM	K	21	21
KS	K	20	20
K/1B	K	10	20
	1	10	
1D	1	24	24
1E	1	24	24
1G	1	23	23
1ST	1	25	25
2B	2	24	24
2D	2	25	25
2J	2	25	25
2M	2	25	25
2T	2	25	25
3B	3	29	29
3E	3	30	30
3S	3	29	29
3/4D	3	10	28
	4	18	
4C	4	29	29
4G	4	29	29
4WP	4	29	29
5A	5	26	26
5B	5	26	26
5F	5	27	27
5M	5	27	27
6A	6	28	28
6H	6	27	27
6L	6	28	28
6T	6	28	28

## Staff

The school had over 40 members of staff. This included 7 executive staff, 26 classroom teachers and 6 specialist staff as well as 11 SASS staff.

All teaching staff have qualifications at degree or diploma level, with 20% of staff having completed or in the process of undertaking postgraduate studies. 39% of staff are accredited with the NSW Institute of Teachers.

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

## Student enrolment profile

### Student Enrolment

Gender	2008	2009	2010	2011	2012	2013	2014
Male	347	369	367	369	396	381	378
Female	338	346	346	365	366	373	383

## Student attendance profile

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

## Management of non-attendance

All students who are enrolled at school, regardless of their age, are expected to attend that school whenever instruction is provided.

The school Principal or their delegate will undertake all reasonable measures to contact parents promptly of an unexplained absence occurring. If there are ongoing issues regarding attendance then the school Principal or delegate will contact the parents in writing and inform them of concerns and a referral will be made to the home school liaison officer.

## Messages

### Principal's message

Engadine West Public School is always endeavoring to deliver the best possible learning opportunities for its students. School self - reflection is an important strategy to ensure that we offer relevant and engaging quality learning experiences for all students and maximize student outcomes. Our shared school vision is to provide "Quality Education in a stimulating environment". A key feature this year has been the successful implementation of both the new National English and Mathematics Curriculums from K-6.

Our school continues to offer an inclusive education which focuses on developing the whole child with a strong emphasis on academic, social, sporting and cultural achievements. As Principal I would like to congratulate both students and staff on their commitment to teaching and learning throughout 2014. Total student enrolment has remained steady at 760 children with only in-area students being accepted.

Once again this year the school has enjoyed the strong support of the P&C with a very successful Family Fun Day raising \$40000 for the school as

well as the parent body supporting additional reading programmes and the purchase of iPads for the use of students in their day to day learning. This partnership between the school and the local community is vital for the continued success of Engadine West. This year has been full of notable achievements and I would like to thank everyone at the school for your efforts and continued support.

I certify that the information in this report is a result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Mr. Garry Royston**

## P & C Message

Engadine West Primary School P & C Association proudly supports the School Community through numerous initiatives aimed at raising funds for the School.

The P & C committee continues to manage the running of several facilities to aid the school community. Firstly, the Before and After School Care Centre, which is one of the largest centres run by a P & C. In 2014 the Centre has continued to provide a professional, educational, nurturing and active program for all students who utilising the service.

Secondly, the school Canteen, recognized as the "gold standard" canteen in the local area. In 2014 the manager and volunteers continued to provide a great variety of nutritional food for the students and staff at the school.

The P & C uniform outlet has continued to provide savings in cost and time for the parents of the students at the school. Other P & C initiatives for 2014 include Disco's, Scholastic Book Club, Student Banking, Mother's and

Father's day stalls, Education Week and Easter Hat Parade BBQ's.

The P & C's biggest fundraiser this year was the Family Fun Day which raised over \$40,000. Equipment, programmes and other student requirements have been supported by funds raised by the P & C throughout 2014.

## Workforce information

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Head Teachers	-
Primary Teacher(s)	27.644
Teacher of Reading Recovery	0.525
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher of ESL	0.0
School Counsellor	1
School Administrative & Support Staff	3.672
Total	41.941

In 2014 the school's total workforce of 41.941 was comprised of 2 staff members of Aboriginal background.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

## Professional learning and teacher accreditation

The teaching staff at Engadine West P.S. participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved in



professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. Engadine West P.S. had four temporary new scheme teachers work towards Board of Studies Teaching and Education standards (BoSTES) accreditation. While thirteen new scheme teachers continued to maintain their accreditation at Proficient level.

The total school expenditure on teacher professional learning was \$32370.00 and the average expenditure per teacher for professional learning was \$809.00; however, many professional learning activities were school based and at no cost. Teachers had professional learning in the following areas:

- During Term 1 Staff Development Day 43 staff participated in the Syllabus PLUS K-6: Assessment and reporting for English K-6 in school.
- Fifty-one teachers and staff members completed Anaphylaxis training.
- One staff member attended the SAM conference.
- Three teachers attended courses on iPads in education.
- Four teachers attended the Sydney Region Aspire course which focused on staff seeking promotion.
- Seventeen staff members attended the Assessment and adjustment course that focused on implementing the new Mathematics syllabus.
- One teacher attended the LAST course – Assistive technology for students with additional learning and support needs.
- During Term 2 Staff Development Day forty-one teachers and staff members participated in a combined community of schools staff development day focused on - Building trust and working in effective teams.
- Forty-three teachers and staff members attended the Child Protection Awareness Training (CPAT).
- Two Librarians attended the Connect with Tech Sutherland Shire Teacher Librarian Network course.
- The Principal and SAM attended the Core Financial Literacy for NSW Public Schools course.
- Forty-four teachers participated in the Data team project in school.
- Three SAS staff participated in – Developing and implementing a professional learning plan for SAS staff.
- Two teachers attended the course – Developing your leadership capacity to meet advertised positions.
- Forty-five teachers and staff members attended the Disability Standards for Education: NSW DEC course in school.
- During Term 3 Staff Development Day forty-four teachers and staff participated in professional learning focused on implementation of the new Mathematics and English syllabuses.
- Forty-eight teachers and staff members completed e-Emergency Care.
- One staff member attended the advanced course – Financial Literacy and Decision Making.
- Three teachers attended the course – Introduction to the Literacy Continuum K-10 PLAN software.
- One teacher attended K-6 Science and Technology – Working Scientifically
- One teacher attended 3 Learning and Support Team Network Meetings.
- Two teachers attended PBL: Wellbeing Leadership and Engagement course.
- Three Teachers attended Principals Professional Learning.
- Five executive teachers attended the Primary Executive Network Annual Conference.

- Three executive teachers attended the Primary Executive Network South Term 3 Conference.
- One Deputy Principal attended the Deputy Principal Induction Conference.
- The Principal attended 2 Principal's Professional Learning Conferences.
- Two teachers participated in Professional Mentoring for Leaders.
- One teacher attended six Reading Recovery ongoing Professional Learning courses.
- One SAM attended the SASS Reference Group Induction Conference.
- One staff member attended the 2014 School Counsellor Conference.
- Two staff teachers attended a School Libraries course.
- One teacher attended a PDHPE course – Fundamental Movement for K-3 Teachers.
- One teacher attended the Sustainability Network Conference.
- Six teachers attended the Science course - Teaching outside the Classroom.
- One staff member attended 3 Ultimo SASS Reference Group meetings.

## Beginning Teachers

In 2014 there were no permanent beginning teachers employed at the school, however four temporary staff working towards their Board of Studies Teaching and Education Standards (BoSTES) accreditation were mentored and supported by experienced staff members.



## Financial summary

Date of financial summary	30/11/2014
<b>Income</b>	\$
Balance brought forward	173413.73
Global funds	371513.82
Tied funds	204584.51
School & community sources	329139.05
Interest	6818.94
Trust receipts	71216.77
Canteen	0.00
<b>Total income</b>	<b>1156686.82</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	149211.60
Excursions	98237.03
Extracurricular dissections	123889.10
Library	14464.05
Training & development	6490.61
Tied funds	210104.31
Casual relief teachers	139994.78
Administration & office	107014.97
School-operated canteen	0.00
Utilities	62084.72
Maintenance	18288.90
Trust accounts	62574.39
Capital programs	0.00
<b>Total expenditure</b>	<b>992354.46</b>
<b>Balance carried forward</b>	<b>164332.36</b>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

#### NAPLAN

#### Literacy – Year 3

In 2014, 95 students from Year 3 sat for the National literacy assessment.

Year 3 results from NAPLAN literacy tests indicated that 82.2% of students were placed in the top three bands for writing, 79.4% for reading, 74.7% for spelling and 77.9% for grammar and punctuation.

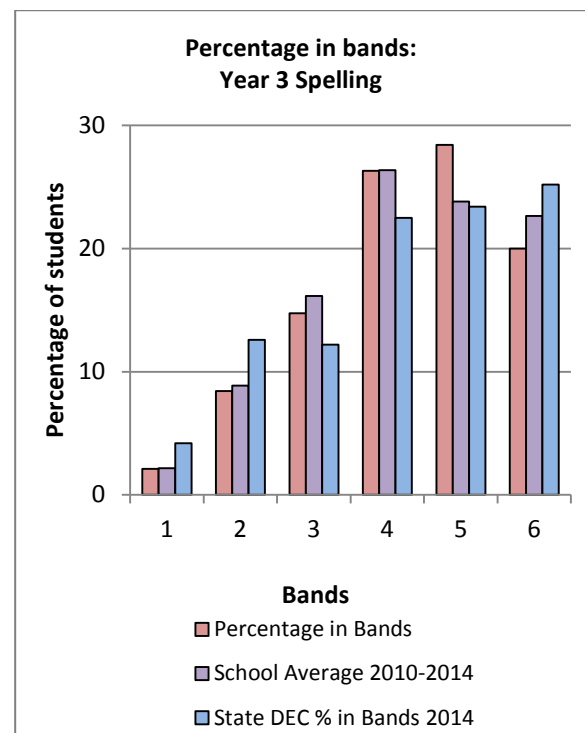
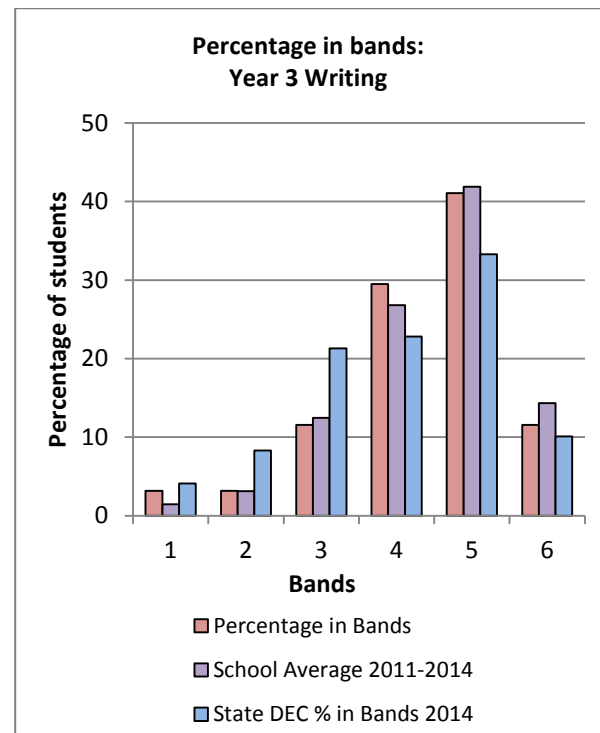
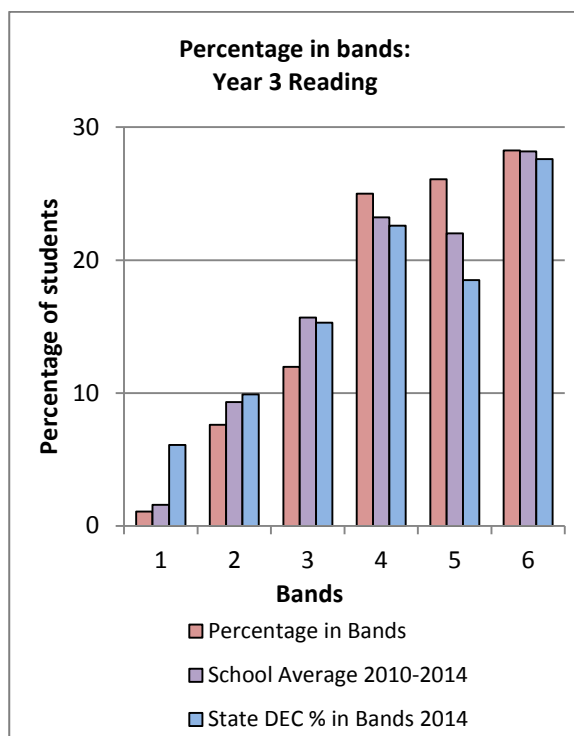
1% of students were below the national minimum standard in reading, 3% in writing and, 2% in spelling and grammar and punctuation.

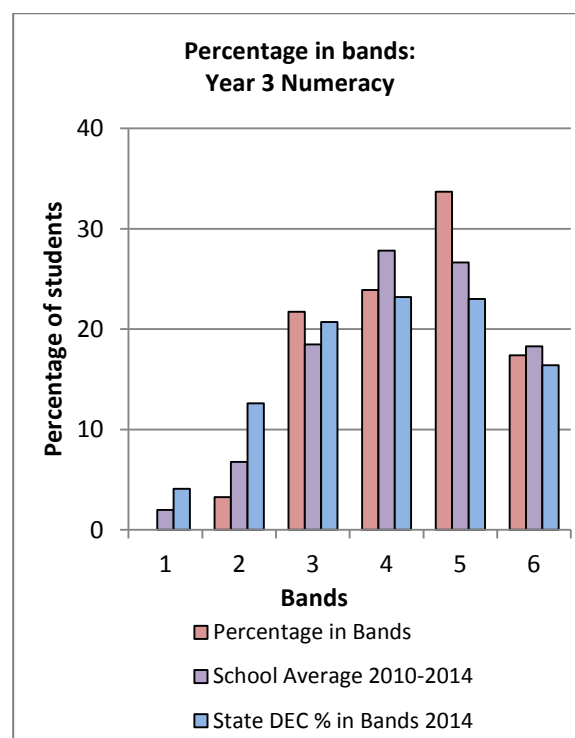
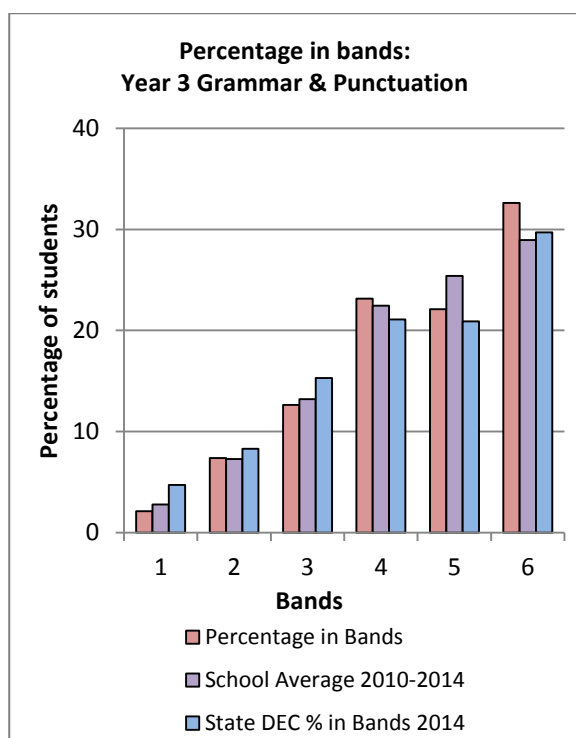
### Areas of strength demonstrated by students in Literacy included:

- Identifying correct punctuation
- Interpreting events in a text

### Identified areas for improvement include:

- Identifying the main idea in a text
- Identifies action verb in a sentence.





### Numeracy – Year 3

In 2014, 93 students from Year 3 sat for the National Assessment Program Numeracy Assessment.

Year 3 results in NAPLAN numeracy tests indicated that 75% of Year 3 students were placed in the top three skill bands in Numeracy, 53.8% in Data, Measurement and Space, 78.1% in Number, Patterns and Algebra compared to 61.9% of the state. 0% of Year 3 students were below the national minimum standard in Numeracy.

#### Areas of strength demonstrated by Year 3 students in Numeracy included:

- Using multiplication strategies
- Identifying solutions to algebra equations
- Multi step problem solving

#### Identified areas for improvement include:

- Identifying changes in width and height for a shape

### Literacy – Year 5

In 2014, 104 Year 5 students sat for the NAPLAN test. Year 5 results in NAPLAN literacy tests indicated that 58.7% of the Year 5 students were placed in the top three skill bands in Reading, 45.2% in Writing, 63.3% in Spelling, 68.3% in Grammar and Punctuation. 7.7% of students were placed in the bottom 2 skill bands as compared to 13.4% across NSW.

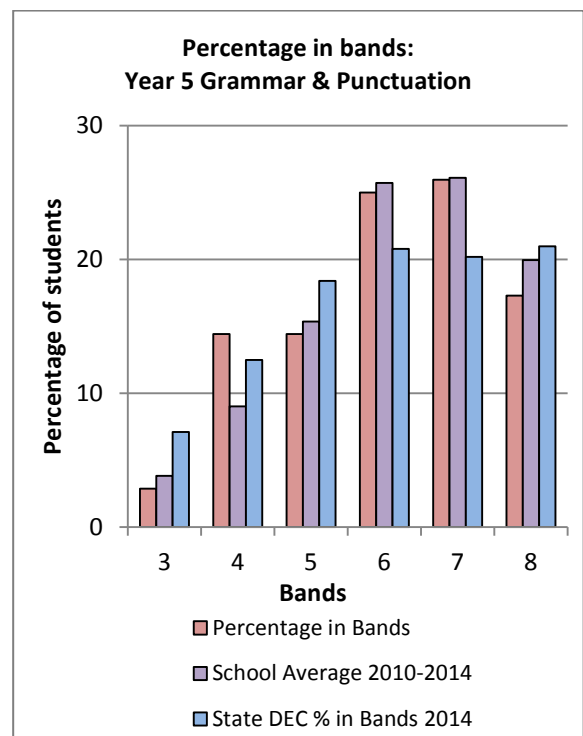
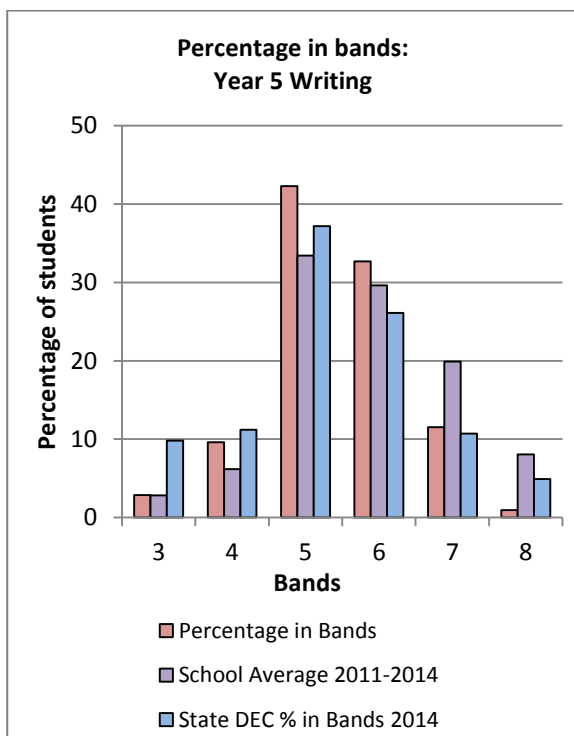
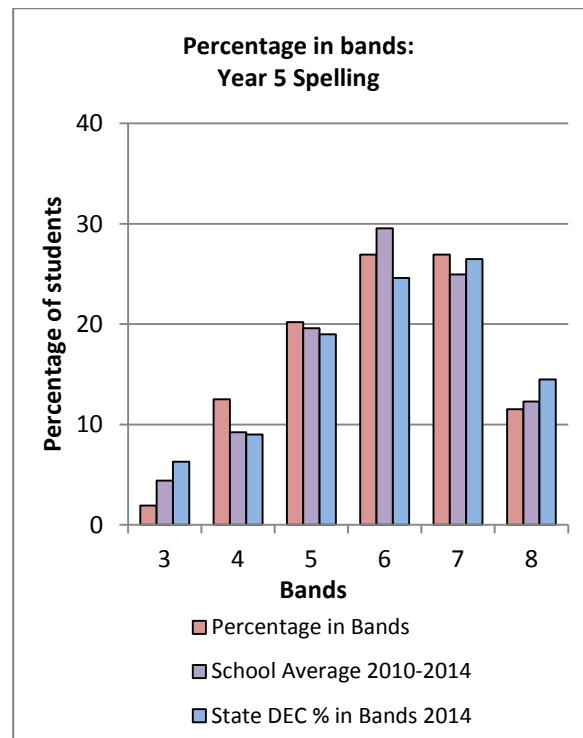
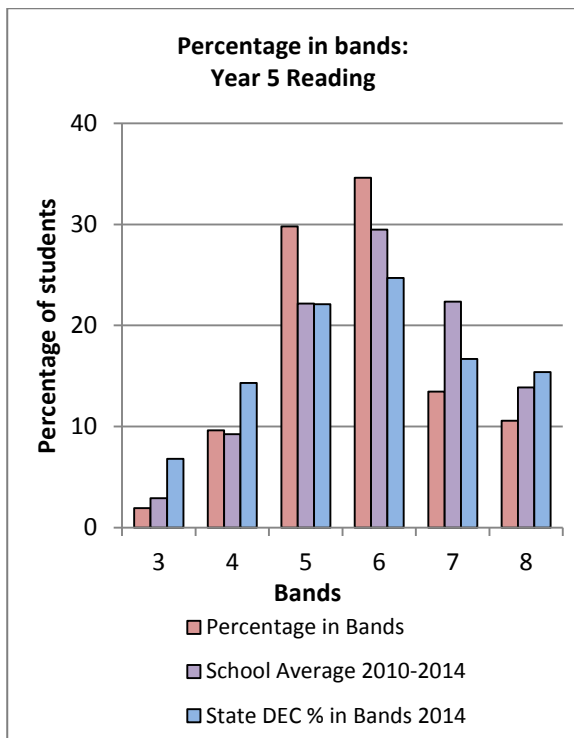
#### Areas of strength demonstrated by Year 5 students in Literacy included:

- Linking information across two steps in a simple information text.
- Inferring the meaning of a conditional statement in the final step.

#### Identified areas for improvement include:

- Using context to identify a word that matches a description.





### Numeracy – Year 5

In 2014, 104 Year 5 students sat for the NAPLAN Numeracy test. Year 5 results in NAPLAN numeracy tests indicated that 75% of Year 5 students were placed in the top three skill bands

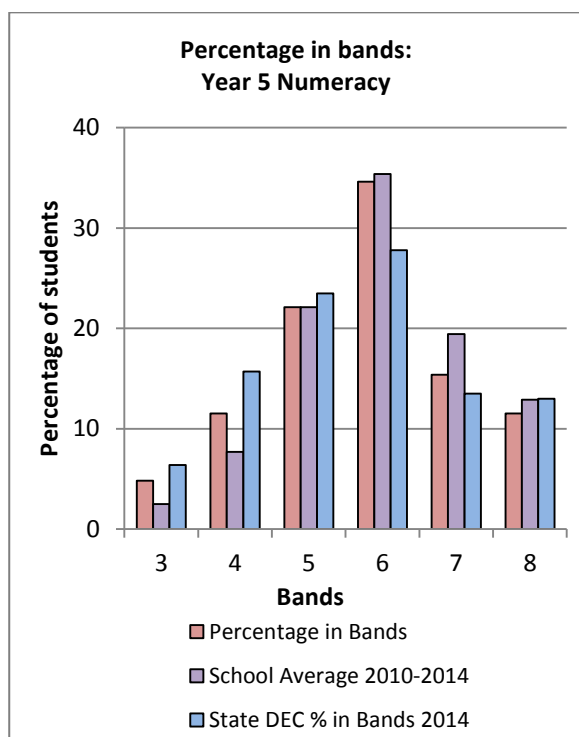
in comparison to 65.9% of the state. No Year 5 students were placed in the bottom skill band.

### Areas of strength demonstrated by Year 5 students in numeracy included:

- Identifying the missing number in a number line
- Matching fractions to a shaded area of a shape
- Identifying the side view of three rectangular prisms

### Identified areas for improvement include:

- Recognising different representations of a number with two decimal places.
- Reading the temperature on a thermometer when not all units are marked.



### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	98.9
Writing	96.8
Spelling	97.9
Grammar & Punctuation	97.9
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	98.1
Writing	97.1
Spelling	98.1
Grammar & Punctuation	97.1
Numeracy	95.2

## Other achievements

### Arts

Engadine West PS has a dynamic extra-curricular Performing Arts curriculum. This includes Junior Band, Senior Band, Choir, Stage Two Dance Group, Recorder Group and Wakakirri.

This year, our school's Wakakirri group were awarded Best Public Speaking at the heat. They progressed to the State Final in Division 1, where they were awarded Best Dramatic Performance, best Public Speaking, and a Highly Commended Award (Third Place NSW), making Engadine West the top ranking public school in the state in the Wakakirri competition, and the only Sutherland Shire school to receive an award at the Final.



Another highlight of the year was the school's performance at Engadine Plaza in celebration of Public Education. Students from the band and choir program participated in the Sutherland Shire Music Festival. All Band students participated and a three day band camp that accelerated their music skills. One band member was selected for the Sydney East Regional Concert Band.

Also, all students participated in the Groove Nation dance program. Each Year developed a dance item and their performance during Education Week provided an opportunity for all students K-6 to perform a choreographed dance item that demonstrated quality student learning outcomes.

## Significant programs and initiatives – 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.

This year K-6 students participated in a whole school Aboriginal Dreamtime experience.

Students spent the day learning about Aboriginal artefacts, dance and boomerang throwing. Students were involved in the joint construction of a painting for our school.

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.

One student was selected to be part of the Public Schools NSW, Principals' Networks Ultimo Twugia Program. This student participated in experiences to build friendships with other high achieving Aboriginal students. The students involved attended a writer's camp at the National Centre of Indigenous Excellence with an accomplished Aboriginal author where they wrote their own stories. These stories were published and presented to the students at a very special book launch.

All Aboriginal students have Personal Learning Plans (PLP'S) 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 are 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 Councillors 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. K-2 Westgate students were selected to participate in a gifted program in which they learnt aspects of the Italian and French language including greetings, numbers, songs and dances.

The school has received funding to provide programs for English as a Second Language for students who have recently arrived from overseas and are learning English.

## Equity Funding Requirements

### Aboriginal background

In 2014, 16 (2.1%) of the student population were from an Aboriginal background. A total equity loading of \$7,156 was allocated to resources, payment for students to attend excursions and sporting events, subsidization of K-6 cultural performances, casual salaries for SLSO to assist identified students in the classroom and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all learning areas.

Aboriginal perspectives were incorporated into all teaching and learning programs and were

significantly addressed in K-6 English units that were written for the implementation of the new NSW English syllabus. Programs effectively educated students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

## Socio-economic background

In 2014, the total RAM socio-economic equity loading for the school was \$29,759. These funds were used to provide low socio-economic student's access to programs and resources, teacher received release time to collate NCCD, write ILP's for students, meet with parents and outside agencies and differentiate programs to cater for student's individual needs.

Allocation of increased learning and support time to individual students' increased their participation and engagement in learning.

The above mentioned strategies and programs improved all students' learning outcomes while strengthening partnerships between the school, families and outside agencies.

## Other significant initiatives

### ICT

The school purchased many new ICT devices this year to support and promote the integration of ICT into teaching and learning. The school's wireless network was installed using P&C funding, which increased student access to the bank of student laptops. Hovercams (document cameras) were purchased for each class, enabling teachers to project images easily on to interactive whiteboards. A green screen was installed in the school which prompted many classes to try movie making. A fleet of forty iPads and a syncing/charging trolley was also purchased through the P&C. These were set up in Term 4

and used by students involved in the Reach Out program. Students created digital storybooks and took them to the local preschool to read to the children. The iPads have been loaded with apps for classes to use in 2015, including apps which focus on Mathematics, spelling, digital storytelling, presentation skills and creation of multimodal texts.

## Learning and support

This year we have been able to introduce some new reading programs as a result of generous financial support from our P and C to purchase the necessary resources.

The B.E.A.R program is designed for students in Year 1 and early Year 2 who need to improve their sight words, reading level, accuracy rate and fluency in reading and writing. B.E.A.R 'Being excited about reading' and was developed by regional consultants from the department.

Students participate in 3 half-hour, one on one sessions per week with a trained parent tutor. Follow up practice is done at home each night. Each intake runs for 10 weeks. The support of our tutors is greatly appreciated.

Early Bird Reading is held two mornings a week before school in the library. Senior students volunteer their time to read with younger students and then play some literacy games with them. The rationale behind the program is to target younger students who would benefit from extra opportunities to read aloud and at the same time provide opportunities for older students to practise their reading and leadership/mentoring skills. This has resulted in increased self esteem for all involved.

Minilit has been developed by Macquarie University. It is designed to be delivered to small

groups of up to 4 students at a time 3 to 4 sessions a week.

It is designed for younger students based on best practice research. Some older children have also benefitted from the program. It provides comprehensive training and detailed lesson plans as well as excellent resources. This year we have been able to run 4 groups concurrently.

## Band

Engadine West Public School has developed a very successful and well respected Band Program over many years. The program consists of two sizeable bands comprised of 80 students in Years 4, 5 and 6. Students are given the opportunity to audition for positions in this prestigious program at the end of Year 3.

The Junior Training Band (Year 4 students) is designed to equip students with musical technique, learning how to be a part of an ensemble and learning the foundations of music theory. The Senior Performing Band performs at important school events and represents the school at the Sutherland Shire Schools Music Festival and other public venues.



The Band Program runs smoothly due to a well organised committee of 3 teachers. The Band Committee organises the running of the program, all band activities, and numerous performances during each school term. They also organise and supervise band camp at Rathane in Term 3.



The dedication and support of parents is also a key element in the program's success. Our band parents provide support in many ways by attending performances, supporting students in their home practice as well as transporting equipment to and from performance venues.

## Public speaking

This year our school has continued to be most successful in the public speaking program. At the Southern Zone Final all three students performed admirably in their respective stages. The Stage One representative achieved a Participation Certificate, the Stage 2 student received a Participation Certificate and the Stage Three representative received a Highly Commended Award. Our school has consistently performed well in zone finals for the last several years. These achievements reflect the excellent and effective public speaking program conducted in the school.

In the local finals of the Multicultural Perspectives Public Speaking Competition our school students received commendable participation awards.

## Debating

In 2014 Engadine West Public School continued with the successful debating program that was established in 2013 and entered a team into the Premier's Debating Challenge. In 2014 the program expanded to include more students who expressed interest in debating. This has been a great opportunity for the students to improve their language, talking and listening and teamwork.

The Premier's Debating Challenge provided the students with the opportunity to build confidence as they developed critical thinking, public speaking and teamwork skills. The team reached

the quarter finals of the NSW Premier's Debating Challenge competition.

## SRC

This year the SRC have been very productive. They have met regularly throughout the year to share ideas on what the individual students would like for the school. Through these meetings, we have purchased more toys and trucks for the Infants sand pit. We also bought a new Christmas tree and decorations for the annual K-2 Christmas Concert and Presentation Days.

We moved the bike rack under the awning of the library to provide protection against the weather for the bikes. We also purchased 2 more bike racks to accommodate for the demand of children that ride to school.

Students assisted during the Biggest Morning Tea to raise money for cancer.

We continue to sponsor our African student Aicha.

SRC members also participated in the Anzac Day Ceremony and Remembrance Day Ceremony. Students have been very forthcoming to help with new school initiatives and fundraising throughout the year.

## Reach Out - Buddy Reading Program

In 2014 the school continued with the successful Reach Out Buddy Reading Program that was established in 2011. This year the program included year 5 and 6 boys and girls and local pre- schools. The program continues to enhance the school's partnerships with local community groups and supports the self-esteem and leadership skills of its participants.

This year the students were given the opportunity to design and write a personalised book for their pre-school buddy. Students were then given time to use the school i-Pads to create a digital copy of their book. The i-Pads were then taken to the pre-school and students were able to share their story with their pre-school buddy.

The program has continued strong links with the Church of Christ Pre-School and Bullfrog Long Day Care Centre. These organisations have been supportive of the program and have actively participated in other events held at the school this year such as the Easter Hat Parade and Open Day where new kindergarten enrolments to EWPS for 2015 visited the school in Term 4 to further assist the preschoolers make a smooth transition to school. These experiences have further built on school and community connections as well as develop a sense of belonging for the pre-school children.

Shire Wide Youth Services continued to support participants of the program for the first three terms, by providing engaging leadership and social skill activities targeted at a selected group of year 5 and 6 students to further assist them in their transition to High School.



## Westmate program

This year we have been able to introduce a new social learning program. This program has been developed as part of our PBL system, encompassing those students in years 3-6, who require support socialising in a positive way at school.

Social learning is necessary for students to get along with others successfully in a variety of situations. It is necessary to ensure that all children are equipped with the skills necessary to cope in all situations, both in and out of the classroom.

This year students in WESTMATE were taught the importance of enhancing self-esteem, remediation and prevention strategies when a conflict arises, stress management techniques and the “social” rules of behaviour. This has provided WESTMATE students with opportunities to be successful in social interactions and allowed them to have meaningful relationships with peers and adults. Students have built confidence through self-acceptance, successful experiences, and taking risks.

## Home reading

This year we commenced an upgrade of our home reading. We culled many out of date and damaged books that have now found a new home in a Ugandan primary school. We have purchased many new home readers and this was supported by our P and C. This will now allow our children to take home new and up to date readers to enhance their reading skills. We hope to continue this upgrade next year.



## Sport

2014 has been a wonderful year for sporting success at Engadine West. The school believes in maximising student participation in physical activity and providing opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

We are extremely proud of student achievement in the following areas:

- The 10 years boys Rugby League team won the NSW All Schools Rugby League Carnival and the Sharks Knockout.



- The cricket and senior boys Oz- Tag teams won the Engadine Zone PSSA competition. The junior soccer, boys and girls Oz-Tag and junior netball and t-ball teams and senior girls Oz-Tag teams were finalists in the Engadine Zone PSSA competition.
- Students represented at State level in Rugby League, Rugby Union, Touch, Australian Football, swimming, cross country, softball and athletics.

- All K-6 students participated in the NSW Premier's Sporting Challenge. This program encouraged the students to engage in daily physical activity to promote fitness and a healthy lifestyle.

- Engadine West ran programs in dance and gymnastics and held an athletics carnival for K-2 students.

- The school continued its active participation in the Live Life Well program. Teachers used their training to deliver lessons on fundamental movement skills, and healthy eating was promoted through morning fruit break and low waste lunch initiatives.

- The Friday morning school sport program focused on fitness, skill development and transferring skills to game situations. The program included yoga, bushwalking, cricket, fitness, T-ball, basketball, flexibility, core strength and fundamental movement skills.

- School participation in the Engadine Zone PSSA competition included twelve Oz-Tag, four soccer, four netball, two cricket, two boys and girls T-ball and two girls softball teams. This enabled record numbers of students to represent the school achieving the highest participation levels in Engadine Zone PSSA competitions.

- Students participated in the Intensive Learn to Swim program and achieved much improved proficiency.



## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used in 2014 at Engadine West P.S. include:

- Analysis of NAPLAN and PLAN data.
- Identification of student weaknesses and strengths.
- Evaluation of significant programs through staff, student and community surveys and feedback.
- Resource audits to identify areas of need and direct funds appropriately for the purchase of new resources.
- Target committees met regularly to monitor and plan according to School Plan scope and sequences.
- Analysis of School Plan targets to determine the completion and success of outcomes by Principal and Target committee members.

Following the processes above it has been determined that all planned targets were successfully achieved.

### School planning 2012-2014:

#### Target 1

#### Quality Teaching

#### Outcomes from 2012–2014

Increasing student engagement through Quality Teaching and learning in all K.L.A's.

#### Evidence of achievement of outcomes in 2014:

- Identification and provision of individual student needs.

- Development of staff knowledge in differentiating the curriculum, in particular in English and Mathematics.
- Parents are well informed of current classroom practices.
- Increased availability of ICT resources for teachers to use in quality lessons.

#### Strategies to achieve these outcomes in 2014:

- Staff professional development on effective use of data to inform and drive quality teaching and learning in classrooms through an Action Research project.
- Plan collaboratively across teams/stages.
- Sharing, mentoring and displaying best practices in lesson programming in stage meetings.
- Peer lesson observations and professional feedback using the Quality Teaching Framework Coding Matrix; share feedback across staff.
- Inform parents of current classroom practice through student reports and celebration of student success, such as at assemblies and WESTGATE presentations.
- Use school newsletters, the school website and local news publications to disseminate information on Quality Teaching practice and initiatives.
- Participate in quality teaching development projects in the local network of schools and professional associations; including Community of Schools on the Park (COSOtP), local pre-schools, Sutherland Shire Youth Services, Sydney Region Primary Executive Network (SPREN) and Sydney Region Early Childhood Network.
- Purchase of equipment, such as video cameras and a green screen.



- Provide Professional Development in the use of new technologies, such as video cameras and a green screen.



## Target 2

## Literacy

### Outcomes from 2012–2014

To improve our students' Literacy learning outcomes

#### Evidence of achievement of outcomes in 2014:

- The school achieved results in the top three bands for aspects of Literacy in Years 3 and 5, above the State average.
- Successful implementation of the NSW English Syllabus for the Australian Curriculum in all classrooms.
- Increased student access to quality resources.
- Creation of a comprehensive Scope and Sequence for the teaching of the NSW English Syllabus for the Australian Curriculum.
- Increased use of multi-modal and digital texts by teachers and students.

#### Strategies to achieve these outcomes in 2014:

- Development of comprehensive units of work for the NSW English Syllabus for the Australian Curriculum. Collegial planning and

unit writing across Stage and Year teams has resulted in the creation of high quality units of work which model best practice and incorporate Australian curriculum priorities.

- Analysis of our NAPLAN and standardised testing results and teacher judgment of student performance.
- Compilation of a whole school Scope and Sequence of learning outcomes for the NSW English Syllabus for the Australian Curriculum
- Purchasing \$15 000 of home readers for K-2 use.
- Professional learning sessions were dedicated to the identification of student cohort strengths and weaknesses and the development of programs designed to reflect best quality teaching and learning programs to address needs.
- The continuation of Linkages, Talented Writers, Year 6 High School Student for a Day and Transition to High School Programs. Also, purchasing and developing relevant resources to support these projects.
- Embedding ICT in teaching and learning to engage students in a quality learning environment, including planning for the use of a fleet of iPads.





### Target 3

## Numeracy

### Outcomes from 2012–2014

To improve student performance in Numeracy through quality teaching and effective assessment practices.

#### Evidence of achievement of outcomes in 2014:

- Staff participation in Numeracy training, development of programs and resources has contributed to knowledge of pedagogy, improved teaching practice and individual student outcomes K-6.
- Collation of stage based programs, assessments, learning goals and resources has assisted EWPS staff in consistent and effective implementation of the new NSW Mathematics Syllabus across all grades.
- Implementation of TOWN in 2014 for Years 3 to 6 has informed teachers of students who require support and differentiation of numeracy programs.
- Teachers improved knowledge and confidence in the use of SENA testing (K-2) and TOWN testing has provided further information of students' individual strengths and weaknesses and has contributed to improved programming strategies, in-class groupings and student results.

#### Strategies to achieve these outcomes in 2014:

- Linking NAPLAN 2013 to the curriculum and using NAPLAN teaching strategies and resources from the SMART Data website.
- Evaluation of NAPLAN data to identify target areas of student strengths and weakness.
- Development of new syllabus based teaching and learning programs collaboratively across teams/stages.

- Development of Stage based overviews to assist in maintaining consistent teaching programs and organisation throughout the school.
- Effective use of ICT resources on classroom Interactive Whiteboards to enhance student learning. Resources are shared through digital programs.



- Effective organisation and acquisition of Mathematics resources to support the new curriculum.
- Implementation of T.O.W.N (Taking off with Numeracy) Years 3 to 6
- Implementation of Count Me in Too and SENA testing K-2
- Development of Stage based overviews to assist in maintaining consistent teaching programs and organisation throughout the school.
- Whole staff in-school professional learning, focused on the new NSW syllabus.
- Sixteen teachers received 30 hours training focused on developing assessments and programs for the new NSW Mathematics syllabus they then shared their knowledge and skills with the rest of the teaching staff.

## Target 4

### Welfare

#### Outcomes from 2012 – 2014

Enhanced student welfare practice through the implementation of Positive Behaviour Learning across the school

##### Evidence of achievement of outcomes in 2014:

- Continued implementation and enhancement of Positive Behaviour for Learning (PBL) system.
- Welfare support provided for all students in the classroom and playground environments
- Provided support for all students in the areas of social and emotional wellbeing, leadership, mentoring and environmental education.
- Students show a high level of engagement whilst fostering self-esteem and social needs.
- They are given a range of opportunities that foster community partnerships.
- 100% staff attendance and input in developing our staff expectations matrix in line with our PBL expectations.
- Welfare data tracked and recorded using STARS and PBL observational assessments.
- Welfare data communicated consistently to staff.
- Introduction and implementation of 'Westmate' program held at lunchtimes - focusing on student social and emotional wellbeing. A range of social programs offered throughout the year to support students with social issues in playground eg. 'Scribble on' and 'Boys Ed. group'
- Support of student's leadership and citizenship strategies such as SRC initiatives, Captains and Prefects' responsibilities, Kids for Kids mentoring program, SLIPS, mini-mates, environmental initiatives, library monitors, buddy reading, and Reach Out.
- Continuing the development, implementation and evaluation of the Reach Out program through community partnerships that support the engagement, self-esteem, social and academic needs of individual students
- Reviewing and developing Code of Conduct, Respect and Dignity Policies and staff developed expectations policy
- Professional development of staff in the use of STARS for student welfare tracking
- Learning Support Team regularly monitored and informed staff regarding welfare issues and trends in the school
- Casual teachers and practicum students received induction prior to commencement of duties

##### Strategies to achieve these outcomes in 2014:

- Review and enhancement of the Positive Behaviour for Learning (PBL) program.
- PBL re-launch day.
- Review and update of the school's discipline policy in line with PBL.
- Continuation of resources development for the effective implementation of PBL, including reward systems in the playground.



## Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2014 our school carried out evaluations to gather input across our school community for the development of our new school plan 2015-2017.

Their responses are presented below.

### Teacher satisfaction

29 staff responded to the survey. The staff survey indicates that:

- 100% believe that Engadine West has a strong commitment to our students.
- 96% believes Engadine West offers appropriate and supportive programs for its students.

### Background

The 2014 School Management Plan included Quality Teaching as a school target area. Staff met regularly to ensure that the 2014 goals were being achieved and provided feedback to the teaching staff on the progress of targets.

### Findings and conclusions

School teaching staff believes that the school is focused on improving teaching and learning programs for all students and that all programs are regularly evaluated to ensure we are meeting the needs of all students.

### Future Directions

The school will continue to implement teaching strategies that research suggests have a large impact on improving student learning in the classroom. School leaders will keep up to date

with research findings and ensure that these strategies are implemented in the classroom.

### Parent satisfaction

52 parents responded to the survey. The parent survey indicates that:

- 92% agree that Engadine West has a strong commitment to our students.
- 81% agree Engadine West effectively integrates technology into learning
- 83% agree that the school maintains a strong focus on literacy and numeracy
- 89% agree that it is easy to contact the school to discuss student progress and well-being



### Student satisfaction

498 students responded to the survey. The student survey indicates that:

- 95 % agree that Engadine West supports and helps them with their education
- 94% agree that Engadine West supports students who need help
- 91% agree that Positive Behaviour for Learning (PBL) helps to make our school a safe and happy place to learn.

### Findings and Conclusions

The data from these surveys indicate that parents value the time and effort teachers put into developing quality teaching and learning

programs and students feel valued and are proud to be a student at Engadine West Public School.



### **Future Directions**

The school will continue to promote quality, engaging teaching and learning programs, classroom management practice and reporting methods that inform the school community and promote improved student outcomes.

### **Future Directions**

#### **2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school's strategic directions for 2015-2017 are outlined below:

#### **STRATEGIC DIRECTION 1**

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

#### **STRATEGIC DIRECTION 2**

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

#### **STRATEGIC DIRECTION 3**

Strong, positive school community partnerships.

## **School Planning Process**

Various school community groups were consulted throughout the planning process using the strategies mentioned below. Following this, the information and ideas were collated to inform Executive and assist in determining the three key Strategic Directions for 2015 – 2017.

Staff, students and parents completed an online survey regarding what the school is good at, where the school can improve, what programs are successful and how future planning can further improve the products and practices of the school for all stakeholders.

The school's P & C were also presented with information gathered and given the opportunity to discuss ideas and opinions focusing on future directions for the school.

Current data that is being utilised in the school was also considered during the planning process ie: IEP's, PLP's, NAPLAN results, SENA and TOWN testing including PLAN data for Literacy and Numeracy, as well as information on teacher experience, including their knowledge and skills.

Community groups outside the school who are involved in current programs at Engadine West P.S were also consulted ie: Kids Hope, Local Aboriginal Elders, Local Pre-schools and High Schools and the Community of Schools for the area.

## **About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning

committee have determined targets for the school's future development.

Michael Kimber – P & C President

Tracey Stevenson – School Administration Manager

Jennifer Davis – Teacher

Michael Griggs - Teacher

Theoni Hatzitanos – Teacher

Jeanine Payne – Teacher

Heather Ryan – Teacher

Amanda Sideris – Teacher

Ben Meakin – Teacher

Karen Weppler – Teacher

Deb Beech – Teacher

Jenny Scott – Learning and Support Teacher

Bronwyn Sams – Relieving Assistant Principal

Hugh Hogan – Assistant Principal

Braidy Connor – Assistant Principal

Vince Murphy – Assistant Principal

Nicole Gilmore – Relieving Deputy Principal

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

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