Our school at a glance

Students

In 2012 our student population exceeded our expectations, reaching over 210 students in Term 4. Our school welcomed many new students from interstate and remains accustomed to a very large transient population.

Staff

Staff at Edward Public School is characterized by their dedication, care and commitment. They strive to ensure all students access engaging quality teaching and learning lessons. The permanent staff is very experienced and the early career teachers who support the school, benefit from the mentoring and modeling of their more experienced colleagues. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Our office manager and assistants work tirelessly to ensure the smooth running of the school’s administration. We have two very committed general assistants who keep our beautiful grounds in immaculate order at all times.

Teachers and students have received the support of many School Learning and Support Officers (SLSOs) throughout 2012. Their care and commitment is second to none.

The Aboriginal Education Officer has been a significant member of the school staff for many years, and works toward building positive parent - school relationships and student engagement.

Edward welcomed our School Chaplain to assist with the school’s wellbeing initiatives.

Significant programs and initiatives

Literacy and Numeracy Focus

Our school’s successful implementation of early intervention and support strategies for literacy and numeracy in Kindergarten to Year 6 have ensured success for our students as independent learners. Reading Recovery, a Home Reading Scheme, Best Start, Count Me In Too, L3 and Focus On Reading have been successful programs.

Student learning achievements are formally celebrated at fortnightly assemblies with families, students and teachers.

Wellbeing

Our values of “respect” and “responsibility” and “safety” are embedded in our school culture and are demonstrated through our school expectations: be safe, be respectful, be responsible.

Our Positive Behaviour for Learning team have implemented a whole school behaviour reward system, in the playground. This has resulted in consistent positive reinforcement across the school.

Staff and students have developed posters which are displayed throughout the school showing our school expectations. Students celebrate rewards for positive behaviours.

Student achievement in 2012

Eighty six percent of students in the year three cohort achieved above the national minimum standard in reading. Reading programs remain a strong focus for our school.

Eighty three percent of the students in year three achieved above the national minimum standard for writing, spelling and numeracy.

Ninety percent of year five students achieved above the national minimum standard in spelling.

Eighty seven percent of students in year five achieved above the national minimum standard for numeracy and writing.
Principal’s message

2012 has been an exciting year of learning and growth here at Edward Public School.

Largely guided by the Wellbeing Review at the close of 2011, goals for our Improvement Plan 2012-2014 are well on the way to being achieved.

Significant focus on Teacher Professional Learning, particularly in the areas of Curriculum, Leadership and Wellbeing, has seen the successful introduction of major programs at Edward Public School. The staff at Edward are amongst the most experienced, dedicated and committed staff in the state. Their drive to further themselves as professionals and learners in education, for the interests of their students’ learning and wellbeing, is central to our focus on the children being at the core of our business.

Exemplary leadership by our school executive and teaching staff has guided the introduction of components of the National Curriculum, PBL School Wide System, School Learning and Support Team and ICT infrastructures.

With the Every Student, Every School model of student support have come changes to our funding model, School Learning and Support Team, and the role of the Learning and Support Teacher. While we bade fond farewell to Mrs Kim Roebuck Support Teacher Learning Assistance (STLA) we welcomed Mrs Lyndal McKinnon’s expertise in guiding the development of staff in the practices of the new system and in the new role of Learning and Support Teacher (L&ST).

Edward Public School was successful in gaining the services of a School Chaplain in 2012. This federally funded program supports our wellbeing initiatives, pastoral care programs and student and family support. We warmly welcomed Mrs Susan Strong in 2012.

Clearly our goals remain steadfast as the whole school community works towards achieving:

- Use of Department of Education and Communities literacy and numeracy continuums to strengthen student assessment for teaching and learning from Early Stage 1 to Stage 3

With these strong directions in place, there is every confidence that the next stage in the continuing growth of Edward Public School will equal and exceed our achievements so far.

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

Joy Soper
Principal

P & C President’s message

2012 has been a year of consolidation for the P & C. After large donations to the school last year, we focused on fundraising this year to consolidate our position, with great success.

Catering has been one area to which the P & C has dedicated time- with the traditional cake stall at Conargo markets, slices at the FiTE expo, and canteens at the District and Regional cross country events.

The canteen has again served the dual purpose of providing an invaluable service to families and as a successful fundraising arm of the P & C. Gail and Jim Howitt continue to run the canteen with practical, cheerful efficiency and the P & C is indebted to them for their efforts. They have been assisted by a small band of helpers, who work tirelessly for the children of the Edward School. We would be lost without the generous donation of their time.

The Edward P&C has also operated a successful uniform shop this year. The uniform shop aims to make high quality uniforms affordable and readily available to families. The uniform shop is
successful because of the office staff who help parents with purchases and the volunteers who run it. Thank you to both.

Due to popular demand the Games Night was held once again in October. This was a great, fun night—enjoyed by all who attended. It also raised nearly $4000 for the P & C, which was fantastic.

Other major fundraising events for the P&C included a Chocolate Drive, Major Raffle, Mothers and Father’s Day stalls and race gates at the Anzac Day and Caulfield Cup race events.

The P&C enjoyed being part of the 40 Year celebrations of Edward School in October. It was a lovely day, and so enjoyable speaking to original P&C members who were instrumental in helping the school in its earliest days, when grass, chalk and books were considered luxuries! Edward certainly has come a long way and we certainly have big shoes to fill.

Expenditure this year has been mainly on grounds improvements. We committed to undertaking annual maintenance on the school ovals to keep them in top condition for our students, and all of those visiting our school for special and sporting events. We bought the first 5 trees for Edward Avenue of Honour—which is being planted to commemorate the 40 Year Anniversary. Plants have also been purchased to create a sensory garden outside the Stage 1 classrooms, and for the garden on Harfluer St. New banners have also been ordered for our sporting houses to be used at carnivals.

The P&C has enjoyed working with the Year 6 students of 2012 to erect a projector and remote controlled screen into our Bradley Hall. This will allow teachers and students to showcase their work at assemblies and special functions.

Each and every activity the P&C has had, has been supported by the staff at Edward. We consider the staff at Edward to be second to none and we thank them for their dedication, professionalism and commitment to our children and our school.

It is a very small group of people who run the P&C at Edward- we rarely have more than 5 people at our meetings- and we would really encourage more of you to come along. Thankyou to that dedicated group of people who make the time. However, the work of the P&C is done by a much larger group of people who help out when they can- cooking a cake, packing chocolates, getting a table of people for the Games night, selling raffle tickets, manning the BBQ or race gate, donating items for the mother’s day stall or coming to a working bee.

Thank you to all of those people who volunteer, or say yes when asked. Together we have worked to make Edward an even better place for our children to learn and play each day. I look forward to another successful year for the Edward P&C in 2013.

Felicity Michael
P and C President 2012

Student representative’s message

It has been a great year for all of the students at Edward Public School. We celebrated the 40th Anniversary of our school opening. We have had many events and opportunities for the students and there has been success with five students making it all the way to state swimming with their fantastic swimming skills. Also a Year 2 student ran his way to Sydney in his running event.

This year the school leaders took the school ipsads to Deniliquin Preschool and Gulpa Preschool. The young children were excited to have the experience with the amazing ipad apps. Book Creator. We hope we have given them more knowledge about how the ipad technology works.

This year’s excursion for 5/6 students was to Canberra. We visited Parliament House, Australian War Memorial and many other interesting places during our four days away.
The Early Stage One excursion was to Mrs Dann’s Farm and the Michael family farm. The students had great fun looking at, and interacting with all of the animals, and seeing rice being sown by an aeroplane.

Another excursion was the Stage One excursion to Hay. The ‘Shearers Hall Of Fame’ was great. They experienced how to shear sheep and class wool. They also went to the Hay Gaol Museum for a guided tour and learned about some of the history of Hay.

Stage Two visited the Altina Wildlife Park at Darlington Point. They had a great time learning about all of the exotic and native animals.

All the students had a lot of fun participating in the Ride-a-thon and the Production. Year Five students did a great job being buddies for the 2013 Kinders.

Just recently we had the Year 6 dinner in our new hall. It was very exciting, but sad for many of the students. They are excited to be going to high school in 2013.

We have had many great memorable moments this year and I’m sure the students can’t wait for the holidays. Merry Christmas and Happy New Year.

Georgie McCalman and Nicholas O’Connor
School Captains 2012

School context

Student information

Student enrolment profile

Student enrolments had steadily declined over the previous five years. Edward Public School enjoyed a slight increase in enrolments in 2012, with an increase in employment in Deniliquin as a result of a turn-around of drought conditions. Our enrolment is also indicative of a largely transient population.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>135</td>
<td>121</td>
<td>117</td>
<td>102</td>
<td>94</td>
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<td>120</td>
<td>121</td>
<td>114</td>
<td>115</td>
<td>97</td>
<td>95</td>
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</table>

Management of non-attendance

Attendance is recorded daily on the class rolls. The information is then recorded on the OASIS system. Regular checks are made by the Principal, Class Teachers and the School Learning Support Team.

There are a small number of students who have above average absences. Our Home School Liaison Officer is diligent with following up with parents and ensuring that explanations are received.

For another group of students, long absences for family holiday are planned by parents. We have made an effort to make sure that parents are aware that they need to apply for an exemption from attendance for these long absences and that the school should be given reasonable notice that these absences will occur.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>K</td>
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<td>94.1</td>
<td>94.0</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.2</td>
<td>94.2</td>
<td>94.8</td>
<td>93.3</td>
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<td>94.0</td>
<td>94.1</td>
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<tr>
<td>Total</td>
<td>93.8</td>
<td>93.6</td>
<td>94.4</td>
<td>93.9</td>
<td>91.9</td>
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Staff information

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

With the establishment of Every Student Every School (ESES) in Term 3 2012 our school offered fond farewell to Mrs Kim Roebuck who was our STL A teacher for many years, and welcomed our new L&S Teacher Mrs Lyndal McKinnon.

Miss Lisa Hulands joined our staff and shared the class teaching with Mrs Rhonda Blacker on 3/ 4 RB in 2012. For the last few weeks in 2012 we enjoyed the return of Mr Bradley who worked with the class as well.

Mrs Susan Mulham joined our office support staff, assisting several days per week.

Mrs Susan Strong, our School Chaplain, was employed through the federally funded Chaplaincy Program, fulfilling a recommendation of our School Wellbeing Review, and a goal of our School’s Improvement Plan.

At the close of 2012 we also said goodbye to Mrs Laker and wish her well at her new school.

Staff Retention

In Term 3, our STLA teacher changed schools.

At the close of 2012 Edward had 100% retention of permanent staff.

Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Edward Public School receives the services of an Aboriginal Education Officer. One of our experienced classroom teachers is a highly regarded member of the Indigenous community.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</table>

<table>
<thead>
<tr>
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<th>Number</th>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning And Support Teacher</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
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</tr>
<tr>
<td>Itinerant Support Teacher Vision</td>
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</tr>
<tr>
<td>Aboriginal Education Officer</td>
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<tr>
<td>Chaplain</td>
<td>0.3</td>
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<tr>
<td>Total</td>
<td>14.015</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary 30/11/2012

Income
Balance brought forward $177893.28
Global funds 128812.77
Tied funds 231284.65
School & community sources 48707.75
Interest 7018.82
Trust receipts 13153.45
Canteen 0.00
Total income 606870.72

Expenditure
Teaching & learning
Key learning areas 44659.29
Excursions 22507.30
Extracurricular dissections 20084.38
Library 3324.55
Training & development 11150.27
Tied funds 246457.59
Casual relief teachers 22873.18
Administration & office 30588.76
School-operated canteen 0.00
Utilities 48052.29
Maintenance 19588.56
Trust accounts 10583.07
Capital programs 0.00
Total expenditure 479869.24
Balance carried forward 127001.48

Balance carried forward includes funds that have been committed to salaries and unpaid accounts.

Priority Schools Funding Program and Country Areas Program supported Literacy and Numeracy Learning Programs.

Integration Funding ensured equitable access for students to curriculum and extra curricula learning activities through classroom support, programming and planning, professional development of staff.

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P and C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Edward Public School provides outstanding learning opportunities for its students.

Many thanks are extended to the talented, experienced and dedicated staff, and the much appreciated parental support that is provided for transport and assistance with our highly valued and successful classroom and extracurricular programs.

Achievements

Arts

Many of our students placed entries in the Deni Show. Students entered into many categories including art, cooking, craft and photography. Many of our entrants received places and special accolades for their fine efforts. Our school was well represented at this special Community Event.

The School Production was, again, a fine momento of a successful year of creative arts performance at Edward Public School. The seventies theme was well chosen as the school celebrated its 40th birthday since its opening in 1972. Individual and group talents were revealed in some stunning performances by our students. The school choir and dance troupe, again, delighted the audience.

We were delighted with two art shows in 2012. A Priority Schools Community Art Show was enjoyed and well attended by our mums and dads and students. A brilliant display of work in our hall was enjoyed by all. The annual Book Week Art Show also provided students with experiences in using varied media and art techniques.

Aspire Me To Imagine camp participants, Jacob Edwards and Sean Geary had their fine pieces of art work displayed at the Peppin Heritage Centre in Deniliquin. Four students from our school travelled to Sydney to see the Schools Spectacular Performance at the Sydney
Entertainment Centre – Jacob Edwards, John Bowie, Alex Maher, Ben Leetham.

The Stage 2 Out Back Theatre group enjoyed learning the skills in the processes of producing and performing their own performance piece. Parents and friends were their very appreciative audience at the Peppin Heritage Centre.

South West Music provided music tuition for some of our students.

Sport

This year we have implemented the ‘Live Life Well @ School’ initiative-a combined Department of Health and Education program. It has involved the promotion of physical activity and good nutrition across the school. As a result of this, we have seen many new inclusions added to existing programs within our school. These included the introduction of daily Fundamental Movement Skills, ‘Run Around Australia’ fitness program, the inclusion of fruit at our ride-a-thon and cross country events as well as the continuation of our Fruit Break. These have enhanced the lifestyles of all of our students. Our focus for 2013 is to continue developing the physical fitness of our students as well as instilling knowledge about healthy food options.

Our Year 2 students had the opportunity to develop swimming and water safety skills with the NSW DEC Special Swimming Scheme.

Edward Public School students participated in PSSA netball, soccer, basketball, tennis and cricket knock out competitions. Our Riverina representatives were Kate McCalman-netball and swimming, Tomas Bradley-athletics, Ella Park-swimming, Caitlyn Murray-swimming and Jamie Henson-swimming.

School carnivals were held in Cross Country, Swimming and Athletics. The overall Champion House for 2012 was McLean.

Traditional events: Jump Rope for Heart and the Ride-a-walk-a-thon were again highlights this year. Students participated in a 5 week skipping program, which was concluded with our annual jump off day on the last day of term 2. Our demonstration teams also put on a spectacular display of skill and athleticism.

The Kickstart Program was a huge success thanks to our Aboriginal Education Officers. The Football Program provided a great opportunity for the young students in Deniliquin to develop their skills, and an interest in the sport of AFL, while enjoying the social structures provided by organised sporting activities.

Staff volunteers ensured the continuation of the Active After School Communities Program. Lawn bowling, water play, games skills, modified triathlon, golf and gymnastics activities were enjoyed by up to twenty five participants in each session.

Warm and woolly winter days were a feature of the lunch time Knitter ‘s Club activities. Members of our school community met each Thursday with over forty students each week, teaching the children the craft of knitting. Children from Kindergarten to Year 6 enjoyed the company of the very experienced ladies as they learnt their new skills. The senior students also helped the youngsters knit items.
Other
Fourteen students enjoyed the experience of attending camps made available by Cottage By The Sea, Stewart House and the Lyons Club initiatives.

Academic
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Home Reading
Home Reading programs remain a strong support for families helping their children with reading at home. Books For Blokes and Books For Babes was strongly supported by our parents for the students in years 3 to 6. Home reading was also enjoyed by our K – 2 classes. Fostering a love of reading in the formative years is a highly regarded learning priority.

Positive Behaviour For Learning (PBL)
In 2012 seven staff members trained and established the PBL Team. PBL is part of our school wellbeing system that teaches and supports appropriate student behaviours to enhance our positive school learning environment.

PBL helps to deliver the highest quality learning programs to improve student academic and behavioural learning outcomes.

PBL is helping to establish school-wide systems, practices and a data-aware culture that will maximise benefits for students, teachers and the community.

School values of RESPECT, SAFETY and RESPONSIBILITY, and a matrix of expected behaviours, have been established in consultation with the whole school community.

Student Representative Council
The Student Representative Council was active in 2012 under the guidance of our Assistant Principal, Rhonda Blacker. The SRC met regularly to make decisions for improvements to the playground, and were representatives for the consultation process for our communication, Positive Behaviour For Learning and School Improvement Programs. The SRC also planned and organized special whole school activities. The students were representative of Year 1 to Year 6.

Breakfast Program
The Breakfast Program was up and running in terms two and three, with much thanks to our canteen helpers, who always go above and beyond, in support of our school’s important extra initiatives. Warm Milo and toast was available from the canteen for anyone who had missed breakfast in the morning. The importance of having a hearty breakfast was a welcomed initiative.

Chaplaincy Program
Our School Chaplain, Susan Strong, is a very important person in our school. The Chaplaincy Program is a federally funded program. Mrs Strong is in our school on Mondays and Fridays.
and supports teachers and students in important school wellbeing programs which develop:

- Social communication skills
- Peer support
- Pastoral care
- Personal Development
- School values and Positive Behaviour for Learning

Aboriginal Education

A significant component of our curriculum programs remains the Aboriginal Perspective. Parents and Carers from our Aboriginal Community came into our classrooms to assist with learning programs throughout the year. Aspects of our school plan were achieved.

Specific programs designed to increase skills and strategies in literacy and Aboriginal cultural traditions were implemented in Stage One classrooms.

The Wamba Wamba, Perrapa Perrapa Week celebration was enjoyed by our students from the Stage 2 classes. The Aboriginal cultural aspects of the local land was learned.

Our Deniliquin Aboriginal Education Consultative Group (AECG) received strong support from our school releasing our Aboriginal Education Officer to prepare for the very successful Deniliquin Proud and Deadly Awards Ceremony. Over two hundred participants including students, community members, parents and DEC representatives, attended the function at Deni RSL.

Multicultural Education

The celebration of difference, the acknowledgement of working together and participating at school in respectful and responsible ways, was promoted and emphasized in our Harmony Day celebrations. Curriculum perspectives were addressed in Key Learning Areas.

Other programs

Country Area Program (CAP) and Priority Schools Program (PSP)

The CAP and PSP funds supported the ongoing development of the key Literacy and Numeracy Programs of our School Improvement Program.

Stages Two and Three used assessment strategies to group classes for literacy and numeracy sessions. Two teachers were employed to support the goal of increasing the performance of our students currently achieving in the middle bands to reach proficiency level. More intensive instruction was also created for students achieving in the lower bands.

An executive teacher was released to mentor beginning teachers and support Literacy and Numeracy Programs such as Focus On Reading using SMART data and the continuum as an effective assessment tool.

CAP

Boys Literacy

Boys and Literacy was an initiative of our School Education Director. With the aim of increasing boy’s interest and engagement in literacy with the aid of technology, the project began with a trip to Melbourne’s Grand Prix. Several students from Edward attended the event.

Rising Generations

The Rising Generations Project undertaken by the Edward Captains and Prefects took them out into the community. Regular visits to our local preschools to share book making, using ipad technology and creative applications, enhanced positive partnerships between our future kindergarteners and our Edward students.

PSP

P and C Information Session

A PSP Consultant provided extensive and valuable information about the process of collecting data for PSP funding surveys, the role of consultants and the resources available to the community provided by the DEC.

Parent Mathematics Workshops

In collaboration with PSP consultants, a Visual Arts Display was held to gather information from parents, to find out what they wanted more information about. Three information workshops were held throughout the year: how to help children with mathematics at home, cooking and mathematics, and classroom mathematics. The
workshops were conducted by our PSP consultant and enjoyed by our mums and dads.

Deniliquin School Education Area (SEA) Creative Arts Initiatives

Aspire Me To Imagine

The Aspire Me To Imagine Camp at Moulamein PS again was a very positive experience for students at Edward. Working with a variety of media and techniques to enhance their skills in the visual arts process, our students also enjoyed the social interaction and meeting new friends.

Aspire Me

Four of our students from Edward participated in the unique Aspire Me experience in Sydney. They enjoyed the Schools Spectacular Performance, visiting the Sydney Entertainment Centre, NSW Art Gallery, the Opera House and other places of arts interest.

Learning Assistance Program (LAP)

A School Learning and Support Officer (SLSO) was also employed to assist with reading programs in Terms One and Two in 2012.

Reading Recovery (RR)

Students accessed the Reading Recovery Program in 2012. Students who were discontinued were expected to be reading at the class average.

Creative Catchment Kids

A presentation of quality literature was presented as a finale to the Creative Catchment Kids Project. Our students engaged in the process of designing and making a book for publication while learning about the local water environment. A collection of books from all of the schools that participated, was presented to each of the schools.

Student Representative Council

A representation of students from all classes in Years 1 – 6 met regularly to make informed decisions about our school environment, communication, PBL, and other important happenings in our school.

K – 6 Buddies

Another important leadership and support program in our school is the K-6 Buddies Program. Transition to school is an important time for preschoolers. Our Year Five students played an important role in supporting our newest students on their very first orientation days at Edward. They did a very fine job.

Progress on 2012 targets

Target 1

Evidence of effective systems and structures to support revised Student Wellbeing policies and procedures.

Our achievements include:

- Communication systems, including SRC, Stage/Staff-Teacher Professional Learning, Executive and Learning Support Team meetings which have agendas and are minuted.
- Gifted and Talented Education is evidenced in adjusted teaching programs and practice through program differentiation and focused learning groups.
- The establishment of a Positive Behaviour For Learning school wide system committee that is working through the prescribed time-framed schedules.
- Drafting comprehensive Policies and Procedures to reflect DEC philosophies, guidelines and the wellbeing program Positive Behaviour For Learning. These include flowcharts, responsibilities, and feedback procedures.

School priority 2

Outcome for 2012–2014

Edward Public School will be recognized as a centre for learning excellence: increased levels of overall numeracy achievement for every student in line with state and regional targets.

Our achievements include:
• Increased use of the SMART data, and the whole school assessment schedule to analyse need and inform learning programs.
• Learning programs that show adjustments and an growing use of differentiation strategies.
• Teacher Professional Learning including L3, Focus On Reading, Best Start and the National Curriculum supported the focus on assessment and learning in the classroom, and the emphasis of our school as a centre for learning excellence.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of communication Practices.

Background
In 2011 a Wellbeing Review highlighted the need for systems of communication to be evaluated and improved across the school.

Early in 2012 a staff communications committee was formed to address identified staff communication issues.

Mid 2012 following the establishment of new and adjusted systems: Every School Every Student (ESES), PBL, School Learning and Support Team, SRC, Curriculum and Leadership, saw the roles for communication being formally distributed.

Parent and student surveys were conducted on aspects of school communications.

Findings and conclusions
Staff found satisfaction in having the same information disseminated using several media: staff term notice board, staff weekly notice board, morning muster on Wednesday and a ‘For Your Information’ sheet (FYI) sheet emailed to all staff each week.

Teaching staff meetings needed an organized agenda and minutes needed to be emailed to staff each week.

Stage meetings needed to be held regularly and student information needed to be high on the agenda. SLST Meeting and executive meeting reports needed to be given at stage meetings. Stage meetings continue to be an area of focus.

SLSOs needed a meeting time with the principal in 2012.

The school newsletter and school notes are the most accessed form of communication by parents and students.

The vast majority of parents and students find the teachers and principal eager to meet with families, though one parent found that this was only sometimes the case.

Most often parents felt they had opportunities to express their opinions and that they were valued, while our students felt they would like more opportunities.

Survey results showed curriculum activities, assemblies, special events, reward systems and school reports were productive in communicating student achievement.

Student Lead Conferences and the Annual Production were areas to be considered for improvement for parents, staff and students.

The school newsletter remains the preferred method of communication while the school website is the least preferred.

Future directions
A School Promotion contact person in consultation with staff and school community will guide the direction of communication to the wider community.

School Focus Committees to have staff representatives responsible for communicating and reporting to staff and the wider school community: Positive Behaviour For Learning, School Learning and Support Team, Aboriginal Education, How2Learn and National Curriculum.

School Event and curriculum coordinators are responsible for communicating and reporting to staff and the wider school community.

Continued evaluations will streamline and continue to improve current practice.
Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Staff, parents and students recognise that all school stakeholders work towards keeping our school as inviting and attractive as possible.
- Students and teachers felt that our school was always student centred, while surveyed parents felt that this, also, was often the case.
- Staff, parents and students enjoy family participation in school events and feel welcome to do so.
- Families felt a strong sense of belonging and acceptance in our school.

Professional learning

Professional Learning, well above the globally funded allocation, remained a priority in 2012 and was undertaken in support of the achievement of the targets of the School Improvement Plan to establish the school as a centre of excellence for learning.

Best Start training and Best Start Leader Training was undertaken by our Kindergarten teachers in 2011. The training equipped teachers with tools and skills to inform their teaching and learning programs and track student achievement through assessment for, and of learning.

L3 for Kindergarten was introduced in 2012. Two Kindergarten teachers undertook the extensive training program and are practicing the pedagogy in their classrooms. Increased literacy achievements are evidenced in reading and writing outcomes.

Focus On Reading (FOR) was in its final training phase for participating teachers. Four staff members from Stages Two and Three completed the training in 2012. With FOR pedagogy being evidenced in the classrooms, student learning is expected to be reflected in SMART data.

Positive Behaviour For Learning (PBL) was a major training focus for the school in 2012. Seven staff members were trained in the philosophies and practices of the school wide system. The Staff members formed the PBL Committee which guides the implementation of the system in the school.

Online courses: Behaviour, Autism, Dislexia were undertaken by staff under the tutelage of our Learning and Support Teacher. Most staff members have engaged in these learning modules which support other mandated practices.

Mandatory Training continued to be delivered to staff: Emergency Care, Code Of Conduct, Dignity and Respect Charter, Child Protection and Anaphylaxis training.

With a thorough introduction to the background, rationale and components of the National Curriculum and State Syllabus documents provided by regional education officers, our executive staff guided the presentation of our first modules for the National Curriculum.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014 PBL

The School Wide approach to Student Wellbeing is established, using the Positive Behaviour For Learning (PBL) System, to increase positive expected behaviours in the playground, and student learning in the classroom.

2013 Targets to achieve this outcome include:

- Monitoring behaviour and providing regular feedback to the Learning Support Team and relevant staff.
- Procedures for expected behaviours, minor and major misbehaviours are documented in policy.
• School wide expected student behaviours are taught in non classroom settings by 100% of teachers.

• Students experience increased rates of academic achievement as measured by school assessment data.

Strategies to achieve these targets include:

• Providing a SLST report at each staff meeting. Relevant teachers are informed about students.

• Whole school reward system and individual reward systems are active for meeting expected student behaviours in non classroom settings.

• Regularly evaluating the status of student management practices and adjusting accordingly.

• Establishing the wellbeing policy in line with the PBL school wide system and DEC guidelines.

• Developing a Policy which includes a matrix of expected positive behaviours and lesson plans for teachers to teach.

• Students and Teachers having access to Learning and Support through the process of referral.

School priority 2

Literacy and Numeracy

Outcome for 2012–2014

The use of Department of Education and Communities literacy and numeracy continuums to strengthen student assessment for teaching and learning.

2013 Targets to achieve this outcome include:

Staff will use school-based and system data to inform teaching and learning. They will analyse the data to also particularly address issues of equity and learning differences in literacy and numeracy.

• School literacy and numeracy targets will be translated by at least 50% of staff into measurable strategies in their teaching programs.

• Literacy and numeracy plans will be implemented, evaluated and monitored.

• 100% of staff members will use a range of strategies to support and facilitate maximum student engagement and learning achievement in literacy and numeracy learning.

• 100% of staff will regularly update RISC, and rigorous analysis of the data will be used to determine trends and additional learning and support programs.

100% of students will evidence learning growth on the continuum for literacy and numeracy.

Strategies to achieve these targets include:

Literacy and Numeracy

• Introduction of literacy and numeracy continuums as a teaching and assessment tool. Data will be rigorously evaluated to determine areas of strength and areas for development.

• Planned, targeted, teacher professional learning to develop skills to facilitate differentiation of teaching programs.

• Continued emphasis on programs that support literacy development including Reading Recovery and L3.

• Thorough analysis of NAPLAN and school-based data.

• Team leaders will monitor the input of data onto RISC by stage team members and revise processes for identifying, recording, evaluating and developing programs to address engagement issues for students in literacy and numeracy.
About this report

In preparing this report, information was gathered and analysed from evaluations conducted during the year, 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.

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