School context statement

Our school Parents & Citizens Association is very active with several sub-committees namely; New Band, Concert Band, Out of School Hours Care (OOSH), Country Fair Committee, Uniform Shop, Gardening Club and Canteen.

There is a strong network of schools, early childhood providers and communities across the Bathurst area and these networks make for a welcoming, friendly school community.

Eglinton School is proud to be a lead school in the Bathurst Alliance of Schools. Working together we deliver professional learning for teachers and executive. In 2014 our Alliance focus areas was English, Mathematics, Science and leadership development.

Eglinton Public is a growing school with our current population averaging 70 students per grade, of which 4.5% identify as Aboriginal. Student welfare and behaviour programs are centred on our Virtues program.

A broad and successful range of programs in the arts and sport complement strong emphasis on quality teaching programs across all key learning areas that focus on skill development in Literacy and Numeracy.

Eglinton supports a number of special needs students with two IO/AU class and 7 students integrated into classes with funding support.

Eglinton Public School provides exceptional opportunities through the wide range of activities in which students are able to take part. The school conducts enrichment programs through participation in ‘i-Extend’, public speaking, debating, chess, Operation Art as well as a variety of grade based excursions and visiting performance programs. The school provides a differentiated curriculum to meet the learning needs of all students.

There is a strong Learning Support Team that develops personalised learning plans for students with specialised learning needs.

Of particular note are the outstanding sporting and cultural programs which provide willing students with school, district, regional and state representation opportunities.

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>212</td>
<td>215</td>
<td>222</td>
<td>234</td>
<td>252</td>
<td>245</td>
<td>249</td>
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<tr>
<td>Female</td>
<td>183</td>
<td>195</td>
<td>196</td>
<td>223</td>
<td>232</td>
<td>229</td>
<td>231</td>
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Enrolments

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>21</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>22</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>21</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>3</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1-2D</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>2/3J</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3L</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>4/5O</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
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<tr>
<td>5T</td>
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<td>29</td>
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<td>5/6B</td>
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<td>17</td>
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<td>6A</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>27</td>
</tr>
</tbody>
</table>

In 2014 our enrolment numbers were steady at 473. Class structures enabled the school to have 19 classes with a range of straight and composite groupings. Careful consideration was given to a balance of gender, ability and learning groups. Enrolments included students attached to a Special Education class (IO/AU class who were
integrated within a home class) and an Early Stage 1 and Stage 1 ASD (Autism Spectrum Disorder class).

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.2</td>
<td>96.6</td>
<td>94.3</td>
<td>95.2</td>
<td>96.2</td>
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<td>1</td>
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<td>94.2</td>
<td>95.5</td>
<td>93.4</td>
<td>95.5</td>
<td>96.4</td>
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<tr>
<td>2</td>
<td>93.5</td>
<td>95.4</td>
<td>95.3</td>
<td>95.1</td>
<td>94.9</td>
<td>96.7</td>
</tr>
<tr>
<td>3</td>
<td>95.2</td>
<td>94.6</td>
<td>94.8</td>
<td>94.6</td>
<td>96.1</td>
<td>94.9</td>
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<tr>
<td>4</td>
<td>94.8</td>
<td>95.5</td>
<td>95.1</td>
<td>93.7</td>
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<tr>
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<td>94.9</td>
<td>93.8</td>
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<td>96.5</td>
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<tr>
<td>6</td>
<td>93.6</td>
<td>94.6</td>
<td>95.5</td>
<td>93.5</td>
<td>95.0</td>
<td>94.1</td>
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<tr>
<td>Total</td>
<td>94.9</td>
<td>95.0</td>
<td>95.2</td>
<td>94.4</td>
<td>95.3</td>
<td>96.0</td>
</tr>
</tbody>
</table>

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.782</td>
</tr>
<tr>
<td>Total</td>
<td>25.612</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

2% of the staff population identify as Aboriginal and/or Torres Strait Islander.

**Teacher qualifications**

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

**Professional learning and teacher accreditation**

Linked to the Eglinton Public School Strategic Management Plan, professional development throughout the year was designed to meet personal, school and departmental priorities. All staff at Eglinton Public School have been involved in professional learning initiatives throughout 2014, both in-school and from within the Bathurst Leadership Alliance of schools. These activities have included:

- L3 Kinder training
- L3 Stage 1 – new and ongoing support
- Best Start
- PM Benchmarking
- Schools Spectacular
- Minilit
- Operation Art
- Bruce Sullivan workshop
- Instructional Rounds
- New English Syllabus, sharing programming and unit writing
- New Maths Syllabus, LOTUS planning tool
- New Science Syllabus
- Mandatory Training: Child Protection, ASCIA Anaphylaxis, Asthma, CPR and Emergency Care, WH&S, Code of Conduct
- Herrmann Brain Dominance Instrument (HBDI)
- Reading Recovery
- GROWTH coaching
- 21st Century Fluencies
- Bathurst Principal Network Meetings
- Meet Manager training to support Swimming and Athletics Carnivals
- Peer mentoring in R2L
Beginning Teachers

Four staff members were supported directly by a mentor to gather and annotate evidence of proficiency at the Australian Professional Standards for Teachers. Four additional staff members were supported to understand the process for Maintenance of Accreditation by working with a mentor on monitoring and evaluating professional learning hours and completing personal professional learning plans to ensure the Standards are met. Two staff members have been supported to begin collecting evidence and seeking opportunities to gain experience to achieve the Highly Accomplished Level at the Australian Professional Standards for Teachers.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>278413.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>300474.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>269902.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>123995.52</td>
</tr>
<tr>
<td>Interest</td>
<td>10213.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30131.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1013130.74</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 37913.67   |
| Excursions                | 67636.6    |
| Extracurricular dissections| 74899.33  |
| Library                   | 354.01     |
| Training & development    | 0.00       |
| Tied funds                | 244742.01  |
| Casual relief teachers    | 122126.13  |
| Administration & office   | 69842.61   |
| School-operated canteen   | 0.00       |
| Utilities                 | 56550.34   |
| Maintenance               | 29387.67   |
| Trust accounts            | 38756.53   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 742208.90  |
| **Balance carried forward**| 270921.84 |

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

As the graphs show, Eglinton School continues to perform well when compared to State results. The majority of Eglinton students achieve above the minimum standard (band 1 and 2 for Year 3 and band 3 and 4 for Year 5) set by State expectations.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands:
Year 3 Reading

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Writing

Percentage in bands:
Year 3 Grammar & Punctuation
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
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 to access the school data.

Significant programs and initiatives – policy

Aboriginal education

Our school continued its involvement with the local Aboriginal Education Consultative Group (AECG) in 2014, attending meetings and selecting student representatives for involvement in the Juniors Group meetings, providing the school with connections to local expertise and resources.

At all official functions and weekly school assemblies, our Aboriginal ancestors – the Wiradjuri tribe, are acknowledged through an ‘Acknowledgement of Country.’

Aboriginal perspectives are addressed in many of the teaching and learning programs as part of the National Curriculum being implemented at Eglinton Public School. The school values, respects and appreciates Aboriginal culture and student identity as an integral part of the school’s culture.

During Reconciliation Week and NAIDOC Week all students participated in cultural activities within their classrooms and also welcomed Adamriginal, an Aboriginal performer to the school and an Aboriginal dance group from another local school to perform for and with our students.

Multicultural education and anti-racism

Multicultural education outcomes are included within each Key Learning Area where appropriate. Kindergarten to Year 6 students enriched their understanding of different cultures around the world.

Eglinton Public School is committed to the principles of multicultural education through:

- Welfare policy development considering all cultures
- Providing multicultural perspectives within all teaching/learning programs

Aboriginal background

Eglinton Public School has a small percentage, 4% of students who identify as Aboriginal. Aboriginal students are provided with additional literacy support through the ‘Norta Norta’ program.
These programs aim to bridge the gap between Aboriginal and non-Aboriginal students.

**Learning and Support and Socio-economic background**

The Learning Support Team continued to operate with great effectiveness throughout 2014. Meetings were held each Wednesday and were attended by Principal- Graham Small, Relieving Principal- Peter Hanlon, Assistant Principal- Elizabeth Miller, School Counsellors Colin Hogg and Stacey Stafford and Support Teachers Heleena Peters, Debbie Berry and Laurie Clifford.

This year saw the establishment of our second IO/AU Special Needs class and with it the specialist support of our mainstreamed autistic children by Teacher- Laurie Clifford and SLSO- Cathie Mendham. This class caters for Kindergarten and Year 1 students and our existing class for Year 2 to Year 6 students.

Our Learning Support Team has maintained a high reputation throughout the district for the efficient and effective way in which it operates. Tasks undertaken by the team included; reviewing teacher referrals, School Counsellor and Health Professional reports and creating individual plans for children with special needs, targeted support for children with learning needs at either end of the spectrum, for ATSI (Aboriginal and Torres Strait Islander) students, support for those with specific behavioural needs and programs to support students in OOHC (Out of Home Care) situations.

Because of the effectiveness of the LST in organising appropriate support for students in 2014, all Kindergarten to Year 4 students participated in the Home Reading program, 86 students (21% of the school) received LaST (Learning and Support Teacher) assistance in Literacy. Six students received Funding Support for special needs which enabled the part-time employment of two SLSOs (School Learning Support Officers), one student was on the caseload of the Itinerant Support Teacher Hearing (ISTH) and one Year 6 ATSI student received literacy tuition under the Commonwealth Government funded ‘Norta Norta’ program. 10 students were successfully discontinued from the Reading Recovery program and 2 students were referred for further processes, six students received support from local psychologists, 32 students were referred for Speech Pathology assessment and received tuition or class/home based programs or referral to outside agencies, 51 students were referred to the School Counsellors, four Year 6 students participated in an extended transition program to Bathurst and Kelso High Schools and Individual Learning Support Plans were developed for 21 ATSI (Aboriginal) students, five pre-Kindergarten students received extra transition to school assistance, all Kindergarten students participated in the Breathe, Blow, Cough program.

Members of the team also attended many review and case management meetings with parents, District Office personnel, FACS case workers, Speech Pathologists, Occupational Therapists, Paediatricians, Psychologists, and other medical teams, including from Westmead Children’s Hospital.

We achieved our goal for the year of refining programming strategies to further implement individual Learning Support Plans for all the Aboriginal and Torres Strait Islander students in our school in consultation with parents/carers and teachers.

The Learning Support Team continues to make a huge impact on the management and education of pupils with special needs in the school.

**PM Benchmarking** is conducted at the end of each term to ensure reading progress is monitored and support is correctly targeted. Teaching staff use these results as one set of data to inform successful teaching practices.

**MiniLit training and implementation**

In-school training using Department trainers for Learning Support officers, parent volunteers and Learning and Support teachers to deliver MiniLit
lessons to targeted students. As a result, staff training in MiniLit has enabled 56 students to access regular small group support in reading. As a result all students have improved at least 4 reading levels already.

Other significant programs and initiatives

Improving Literacy and Numeracy National Partnership

This year Eglinton Public School received additional funding provided through Literacy and Numeracy National Partnerships. The aim of this program is to provide opportunities for all staff to embed improvement practices that will further develop their teaching within literacy and numeracy. Eglinton Public School focused on literacy skills in 2014. Professional learning and actions put in place during 2014 were:

- L3 implementation- Specifically supporting L3 Stage 1
- Reading to Learn Years 3-5
- Kindergarten reading groups
- MiniLit for students Years 1-4
- Instructional Rounds in Education Coaching Module
- Coaching and mentoring on PM Benchmarking to critically analyse student reading skills
- Mentor support for New Scheme Teachers

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

2014, 80% of Kindergarten students achieve Reading Benchmark of PM level 5 or above.

2014, 90% of Yr 1 students achieve Reading Benchmark of PM level 18 or above.

2014, 95% of Yr 2 students achieve Reading Benchmark of PM level 21 or above.

2014, (revised) Increase average scaled score growth from Yr 3 to Yr 5 from 77.8 in 2013 NAPLAN reading to meet State growth in 2014 NAPLAN Reading.

2014, (revised) Maintain Yr 5 student performance in NAPLAN writing 2014 at 72% achieving in the top three bands, compared to 2012 Yr 3 results.

2014, (revised) Increase the % of Yr 7 students achieving in the proficient writing bands from 14.5 (NAPLAN 2013) to meet State proficiency results.

2014, (revised) Increase Yr 5 to Yr 7 growth in reading from 57 points with 40% below expected growth in 2013 to equal State growth with at least 65% equal to expected growth.

Evidence of achievement of outcomes in 2014:

- 94% of Kindergarten students achieved a Reading Benchmark of PM level 5 or above.
- 84% of Yr One Students achieved a Reading Benchmark of PM level 18 or above.
- 91% of Yr Two Students achieved a Reading Benchmark of PM level 21 or above.
- Average scaled score growth from Yr 3 to Yr 5 increased from 77.8 to 78.4 in Reading.
- 33 % of Year Five students scored in the top three bands in Writing.
- 9% of Year Seven students achieved proficiency in Writing.
- Average scaled score growth equals 70.1 compared to State at 78.4, with 56% equal to expected growth.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data
- Best Start data
- L3 literacy data
- PM Benchmarking in Reading
- MultiLit assessment progress
Strategies to achieve these outcomes in 2014:

- MultiLit program utilising LaST and SLSOs.
- Implementation of the L3 program in Kindergarten, training in L3 for one additional Kindergarten teacher and training for all Year 1 teachers in L3 Stage 1.
- Stage Planning sessions – collegial planning and assessment of student work samples through staff and stage meetings.
- Reading Recovery working with identified Year 1 students.
- Increase support for Aboriginal students through the implementation of MiniLit.
- Implementation of Instructional Rounds to support professional dialogue between staff, development of a school writing editing guide and demonstration of student editing skills within Writing.
- Further development and improvement in a K-6 scope and sequence for literacy for the school that is based on the new English syllabus.
- Staff have gained a deeper knowledge and understanding of the new English curriculum through professional learning, planning sessions and use of key leaders.

School priority 2

Numeracy

Outcomes from 2012–2014

2014, Yr 3 to Yr 5 student growth in numeracy exceeds state growth.

2014, (revised) maintain Yr 5 to Yr 7 growth in numeracy at or above State scaled score growth with 65% at or above expected growth.

Evidence of achievement of outcomes in 2014:

- Average numeracy growth from Yr 3 to Yr 5 was 88.8 for the State and 83.6 for the school.
- 49.3% Of Yr 5 to Yr 7 students showed growth at or above State.

Strategies to achieve these outcomes in 2014:

- Promotion of staff involvement in district programs to enhance an understanding of the new Mathematics Curriculum.
- Using this involvement as the impetus for our staff to examine the relevant features of the new document and develop a direction for its most effective implementation in our school. Importantly, a number of our staff offered their expertise to lead teachers from district schools in staff development sessions, demonstrating an understanding of the intentions of the new document.
- Utilisation of the district designed Maths Lotus planning tool, to ensure that programs utilise the integration of a number of mathematical strands within a unit of work.
- Regular staff and stage meetings to become familiar with the intention of the new curriculum, and through professional discussion develop an effective direction for its implementation.
- Developing a draft Scope and Sequence for the implementation of the curriculum through the ordering and grouping of outcomes for a successful integration of strands. This draft will then be used as the platform for programming of work units.
- Using the new curriculum as the primary tool for programming, rather than our work being text book based.
- Through the implementation of Instructional Rounds in Stage 3, staff have focused and promoted the use of metalanguage in Mathematics lessons. Professional dialogue has regularly monitored and assessed the communication between students and has ensured that the correct terminology is used in all phases of concept introduction and development.

School priority 3

Leadership and Management

Outcomes from 2012–2014

2014, an elected member of the P&C will participate in the evaluation to planning process.

2014, strategic, data informed school improvement is embedded as leadership culture in the school.

2014, Principal, SAM and senior Admin staff have a deep understanding of LMBR (SAP, SALM, RAM)
2014, all staff with key leadership responsibilities are using ‘Key Improvement’ (Scaffold 2) template to outline plans and report on progress.

2014, management of portfolio responsibilities and progress reports using a scaffolded process is embedded as leadership culture in the school.

Evidence of achievement of outcomes in 2014:

- Professional dialogue between staff with understandings of HBDI, identifying own strengths and weaknesses and utilising the strengths of other colleagues.
- Increased number of staff members leading school initiatives and leading curriculum development in English, Maths and Science within Eglinton Public School and across the Bathurst District as part of the Bathurst Alliance.
- Increased understanding for all staff of AISTL Teaching Standards and requirements for future accreditation.
- Stage 3 implemented understandings of HBDI within Mathematical problem solving, implemented through Instructional Rounds.
- Defined WH&S procedures in place.
- Delayed DET rollout of LMBR across the state.

Strategies to achieve these outcomes in 2014:

- A team of current and aspiring leaders were involved in the Leadership Alliance project HBDI, Growth Coaching Module.
- Executive staff having clearly defined portfolio responsibilities within the school.
- Professional learning with 4 staff members attending the Aspiring Leaders Forum as part of the Lachlan, Orange and Bathurst Principal Networks.
- Mentor provided for New Scheme teachers with professional learning accessed and regular support provided to complete the accreditation process.
- Active involvement and leadership within the Bathurst Alliance by identified Eglinton Public School staff.
- Regular meetings with District WH&S consultant, Principal and committee members.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of the staff through a Focus on Learning survey which identified eight Drivers of Student Learning. Perceived strengths demonstrated in survey results are:

- Collaboration
- Learning Culture
- Teaching Strategies
- Inclusive School

Areas for future direction include:

- Technology
- Parent Involvement
- Data Informs Practice and
- Leadership.

The National School Improvement tool was then utilised to define and plot school performance in the areas of:

- Analysis and discussion of data
- A culture that promotes learning
- Systematic curriculum delivery.

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.

STRATEGIC DIRECTION 1 - Data driven learning

Purpose:

- Teachers are skilled to undertake a deep and accurate analysis of children’s learning to inform teaching practice to provide differentiated learning for every student in Literacy and Numeracy.
- Consistent teacher judgement will support goal setting and achievement for all students.
STRATEGIC DIRECTION 2 - Global citizens

Purpose:

• Where students are self-aware and respect themselves and others demonstrating this through their communication and collaboration with others

• Enrichment of growth of individuals for them to become increasingly confident and multi-faceted global citizens

STRATEGIC DIRECTION 3 - 21st Century Learners

Purpose:

• To ensure that all teachers implement the new curriculum where learning is challenging and stimulating and where students are asked to be problem solvers, creative and critical thinkers and are confident users of technology.

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.

Meleesa Smith, Relieving Principal
Peter Hanlon, Assistant Principal
Ross James, Assistant Principal
Elizabeth Miller, Assistant Principal
Robyn Porter, Relieving Assistant Principal

School contact information

Eglinton Public School
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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: