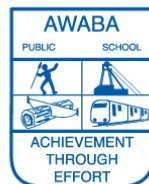


# Awaba Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Awaba Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Alison Tiplady

Principal

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## School background

### School vision statement

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

### School context

Awaba Public School's aim is to ensure success for everyone. Our school motto is "Achievement Through Effort". We promote this through quality Teaching and Learning programs, a safe and trusting learning environment and a close, supportive community. It is a unique setting that supports students through their learning journey in the same class for up to four years. The school is well resourced and is situated on the western fringe of Lake Macquarie. Awaba school has 36 students, 1 of which is Aboriginal. Our school enjoys an ethos of high expectations where students and staff are supported by a high level of community involvement. The P&C are extremely active and have been an integral part of promotional activities and school grounds improvements. We have two mainstream classes in which the multi age setting provides its own remediation and extension. Students guide and nurture each other to achieve personal goals. 20% of students are currently working on Individual Education Programs (IEP) and are supported by modified classroom programs and targeted, individual support. The staff are experienced, supportive, accepting of change and committed to the collaborative school vision.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, targets focussed on 'Learning Culture' and 'Wellbeing'. During 2016, staff continued using effective benchmarking processes in Reading, Phonics, Spelling and Mathematics. This process provided for targeted instruction and curriculum differentiation, to meet the needs of individual students as they progressed along continuums of learning. We had a high influx of new students that required intervention through Individual Education Programs (IEPs). All students, including those working on IEPs, reviewed their progress through 3-Way conferencing. Students working on IEPs reached the goal of achieving equal to or greater than 80% of their targets. Students were supported by the Learning and Support Teacher, which was sourced from government allocation, Socio-economic funding and Literacy and Numeracy funding. This provided an extra day per week of support. Staff took part in two modules of training in Kids Matter, with the final module to commence in 2017.

In the domain of Teaching, teachers focused on 'Effective Classroom Practice' and 'Collaborative Practice' to build a strong and vibrant learning culture, allowing students to attend groups appropriate to their development across the K-6 setting. Utilising support from the Learning and Support Teacher and SLSOs, groups were formed for Mathematics and guided reading lessons. In reading the highest gain was a jump of 17 levels in year 2 and SENA testing in Mathematics had the highest gain in EAS, of 3 levels in Kindergarten. We recorded feedback from students to gauge what the students felt was important to them about being in and being at school.

In the domain of Leading, 2016 priorities featured 'Leadership' and 'School Planning, Implementation and Reporting'. Staff continued their commitment to sustaining links with communities of small schools. We had the opportunity to strengthen leadership ties through the "Stronger Smarter" training program. The training provided a basis for developing close personal relationships, based on cultural awareness, which benefit all parties in the training group and within the school community at large. The training increased opportunities for staff to deepen cultural activities and relationships into 2017. The launch of the Student Wellbeing Framework brought about a review of the student wellbeing policy which has been tabled for consultation with parents and community members.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Delivering consistently high quality educational practices.

### Purpose

To deliver an equitable, reliable and challenging learning environment across our school, based on quality, consistent and high level professional practice for teachers, which is personalised and differentiated for all students.

### Overall summary of progress

During 2016 staff continued benchmarking processes, which allowed for targeted instruction and differentiated programs, designed to meet the needs of all students. This was inclusive of culture, personal learning difficulties, abilities and effective allocation of school resources. Staff collaborate to create innovative and explicit learning programs, which allow students to work across classroom barriers, with peers, at their individual level. The results show outstanding student growth and success. Classroom timetables were aligned to allow students to attend groups appropriate to their development. School organisation allowed teachers to deliver targeted programs with support from the Learning and Support Teacher and SLSOs. Groups were successful in small group instruction and drills.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>To increase the number of students achieving at or beyond expected stage standard by the end of 2017.</li></ul>	<ul style="list-style-type: none"><li>Staffing provision and school organisation allow students to attend groups at their own level.</li><li>Learning and Support Team tabling student work samples. Collaborative judgement of student progress along continuums.</li><li>Innovative Teaching and Learning programs targeting individuals.</li></ul>	Equity Funding \$2,230 School Funds \$15,202 Learning and Support \$1,821
<ul style="list-style-type: none"><li>School based assessment data will demonstrate student movement along the continuums in Literacy and Numeracy.</li></ul>	<ul style="list-style-type: none"><li>K12 students were plotted on a literacy data wall and impressive gains were recorded.</li><li>Student literacy and numeracy levels increased across the board, with the greatest gains in literacy(Reading).</li></ul>	<ul style="list-style-type: none"><li>Teacher training and release \$1,180</li></ul>

### Next Steps

Future directions for 2017 that ensure the 3—year plan remains on track to provide high quality educational outcomes, are as follows:

- In 2017 staff will use PLAN to track student movement along continuums.
- Continue to set, manage, monitor and review student goals in line with the syllabus and continuum.
- To maintain effective Professional Development Plans for all teaching staff that reflect the needs of the students and the School Plan, which are in line with the 'Professional Development Framework' and 'Australian Professional Standards for Teachers'.

## Strategic Direction 2

Supporting individual learning for all in a secure, engaging and supportive way.

### Purpose

To design and implement a learning provision which is personalised for each student in a way, which is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

### Overall summary of progress

In 2016, staff, together with the P&C, decided the best course of action to utilise funds made available for 'Community Consultation'. As a group, the decision was made to construct a school sign with provision for community notices.

3—Way Conferencing is a powerful tool for creating a culture of students who have understanding of their learning goals, who can verbalise meaningful reflection and use honest and consistent judgement, under the guidance of the teachers and supported by their parents.

Aboriginal students have Personal Learning Plans to support learning goals. In 2016, our Aboriginal student invited a group to perform a smoking ceremony at our school 125 year anniversary celebration. To support the strong cultural connection a staff member was able to train in 'Stronger Smarter'.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Students working on Individual Education Programs (IEPs) will demonstrate achievement of equal to or greater than 80% of set targets.</li></ul>	<ul style="list-style-type: none"><li>High quality teaching and learning practices were demonstrated and supported across the school through programs, assessments and achievement of professional teaching standards.</li><li>After the final review by the learning and support team and the 3—Way Conferencing, results showed that all students working on IEPs reached the goal of achieving equal to or greater than 80% of their targets.</li></ul>	Funds as described in Strategic Direction 1
<ul style="list-style-type: none"><li>Students demonstrate growth towards personal learning goals.</li></ul>	<ul style="list-style-type: none"><li>The School Excellence Framework records the growth of students as a Value – added confidence interval. Awaba achieved 'Delivering'.</li></ul>	Mathematics Resources \$3,100

### Next Steps

This section includes future directions for 2017 and ensures the 3—year plan remains on track to provide high quality educational outcomes through:

- Reviewing and maintaining student IEPs with support from all parties and associated funding.
- To continue to build open communication and connectedness with Aboriginal students, parents and the community and to jointly design a plan for future goals. Future plans involve personal goals for cultural strengthening activities from our Aboriginal student.
- To continue with 3—Way Conferencing in order to strengthen communication between home and school to ensure student success.

### Strategic Direction 3

Promoting a positive learning culture through strong, sustainable and respectful partnerships.

### Purpose

To maintain and enrich positive, compassionate and trusting relationships, which identify needs to support an inclusive, vibrant school culture, which is flexible and dynamic.

### Overall summary of progress

Teachers continued their commitment to sustaining links with communities of small schools. The impact for our school is the richness of experiences and opportunities for our staff and students.

Significant training completed in "Stronger Smarter" and "Kids Matter" has opened up many exciting opportunities for leaders, teachers and students in cultural connections and student wellbeing.

Awaba Public School celebrated a 125 year anniversary in May. The outstanding efforts of the P&C, staff and students created a memorable event attended by past students, past staff and dignitaries, notably Jodie Harrison MP, Joel Fitzgibbon MP and Greg Piper MP.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>To increase the level of shared learning and school involvement in a Small School's Alliance.</li></ul>	<ul style="list-style-type: none"><li>The direct positive impact of participating in a small school alliance effectively shares teaching responsibilities, builds teacher leadership skills and enriches students' experiences.</li></ul>	Principal Release \$1,570
<ul style="list-style-type: none"><li>To maintain and increase student numbers through systematic school promotional activities.</li></ul>	<ul style="list-style-type: none"><li>The 125 year celebration was widely advertised and attended, which has had positive promotional effects and elevated our public profile.</li></ul>	Funds Allocated \$300 smoking ceremony \$250 Time Capsule \$ 400 event expenses and advertising
<ul style="list-style-type: none"><li>To increase the use of a common vocabulary and skills development pertaining to Awaba Public School's Positive Welfare Program through a baseline and final survey.</li></ul>	<ul style="list-style-type: none"><li>Kids Matter training provided the best fit program to strengthen positive welfare targets.</li><li>Students were surveyed to obtain a baseline for program implementation in 2017.</li></ul>	Teacher Release \$780

### Next Steps

Future directions for 2017 and what will ensure the 3—year plan remains on track to provide high quality educational outcomes are as follows:

- To maintain and strengthen relationships with small schools.
- Implementation of Awaba Public School's Positive Welfare Program, through regular student, staff and parent/carer communication and consultation.
- To maintain student wellbeing through the implementation of best fit programs and "Kids Matter".

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Individual instruction with the Learning Support Teacher and classroom targeted programs resulted in 100% achieved PLP targets.</li> <li>• Staff Training in Stronger Smarter resulted in strengthened cultural relationships and awareness.</li> <li>• Our student's leadership and participation provided a successful smoking ceremony which promoted cultural connectedness.</li> </ul>	Aboriginal Background Loading \$1,995
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• This funding was utilised by combining it with QTSS and Socio-economic funding to provide successful and comprehensive support for students with identified learning needs.</li> </ul>	Low level adjustment for disability \$1,821
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• By combining this allocation with Low level adjustment for disability and Socio-economic background, we were able to support students individually to achieve IEP goals.</li> <li>• The Learning and Support Teacher also provided mentoring to our beginning teacher.</li> </ul>	Equivalent to 15 minutes a week
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Funding in this area, including funding from multiple areas, provided support from the Learning and Support Teacher in classroom learning programs, small group instruction and individual targeted lessons for student deficits identified through NAPLAN testing analysis. IEPs were supported for students with undiagnosed and diagnosed learning difficulties.</li> </ul>	Socio-economic background \$2,230
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• The Learning and Support Teacher utilised this funding to ensure support in all teaching aspects with our beginning teacher.</li> <li>• Successful student outcomes and student growth were recorded in all areas.</li> </ul>	Second Year Funding \$4,080.73

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	14	11	15	22
Girls	12	14	13	14

Awaba Public School has welcomed many new students over the past 3 years. By the end of 2016 school enrolment stood at 40.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	95.7	89.9	88.9
1	94.1	94.9	97.8	94.6
2	95.5	94.8	97.5	96.4
3	96.3	94.9	92.7	91.7
4	93.8	97.1	95.5	98.7
5	91.7	96.5	95.2	97.8
6	93.3	94.6	97.3	92.8
All Years	94.1	95.4	95	93.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Awaba Public School follows a strict attendance policy where students' parents and carers are contacted by phone or text after the second day of student absence. Absentee notes are distributed after the 5th day of an unexplained absence. Attendance requirements are published throughout the year in the newsletter. All students are expected to be at school everyday, unless due to absence from illness.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

\*Full Time Equivalent

There are no Aboriginal staff at Awaba Public School.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Teachers participated in a comprehensive and ongoing program called "Kids Matter" in 2016. The program is designed to target student welfare needs and address them by finding the best fit programs to suit specific school settings. Through staff involvement in this training, and the consultation of the Student Wellbeing Framework, staff drafted a review of the Student Wellbeing and Discipline Policy and presented it to the P&C for consultation. Staff set priorities in training with introduction of LMBR, a complete overhaul of the Department of Education's financial and wellbeing systems. The systems provide, amongst many things, comprehensive student records which allow access to any school upon enrolment. The training commenced in term 2 for SASS staff and principals and further training was provided in term 3 and 4 if required.

Staff committed their professional learning to numerous training opportunities, including and not limited to, Principal Network Meetings, Small School Alliance Meetings, Creative Arts Conference, Learning and Support modules, WHS modules, Anaphylaxis, CPR and staff meetings dedicated to teaching and learning.



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1st of December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	137 301.30
(2a) Appropriation	129 079.46
(2b) Sale of Goods and Services	479.07
(2c) Grants and Contributions	7 495.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	247.38
<b>Expenses</b>	-108 438.23
Recurrent Expenses	-108 438.23
(3a) Employee Related	-63 850.20
(3b) Operating Expenses	-44 588.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	28 863.07
<b>Balance Carried Forward</b>	28 863.07

In 2016 Awaba Public School went "live" in LMBR, including the SAP and SALM environments. The transition to the new financial system has brought about a great deal of time invested in training, reviewing and dedication to it's successful operation.

Allocated funds, including funds brought forward, were utilised to support student learning outcomes and special programs, aimed at wellbeing and resilience. Major expenditure was invested in purchasing new furniture for both classrooms. This resulted in creating a motivating and contemporary work space for students and staff and brought Awaba Public School into the 21st century with the community at large.

Funds available for 2017 will support student learning outcomes through investing in staffing and providing low class sizes and individual instruction.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	404 773.49
Base Per Capita	1 519.96
Base Location	0.00
Other Base	403 253.53
<b>Equity Total</b>	26 450.85
Equity Aboriginal	1 995.32
Equity Socio economic	12 432.44
Equity Language	0.00
Equity Disability	12 023.09
<b>Targeted Total</b>	38 650.00
<b>Other Total</b>	1 292.21
<b>Grand Total</b>	471 166.55

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

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Following on from "Kids Matter" and "Stronger Smarter" training, student wellbeing and positive learning relationships was a key priority for 2016 and further into 2017. Students were involved in whole school lessons to determine the things that they thought were important about being in and being at a school. After deciding collectively on a set of icons to represent the things they thought were important, students were asked to arrange the icons on a triangle of importance and explain their reasons. Students were surveyed to create baseline data by rating their choices. At the end of 2017, after explicit instruction in the "Skills Streaming" program, students will complete a final survey.

The results of 18 student surveys are:

- the "caring" and the "being happy" icons featured at the top of 10 student's triangles.
- "we build relationships", "I love maths" and "being kind" was featured at the top of 8 student surveys.
- other icons students chose from, and featured somewhere on their triangle of importance were: learning, friends, playing, leadership, being nice to others, computers, doing your best work, jobs, listening, no fighting, art, education, helping, trying not to be naughty, representing your school and meeting new teachers.
- other icons that rated highly were, friends, being nice to people and learning.

Interestingly, two thirds of students surveyed placed "computers" in the bottom third of the triangle or omitted it completely.

We can draw a conclusion that these results reflect that students rate the educational and learning aspects of school life as secondary priorities to those of "caring" and "being happy". We can also conclude that the Stronger Smarter Meta Strategy, Acknowledging, embracing and developing a positive sense of identity, has started a path of sharing a rich wellbeing culture in order to ensure high expectation classrooms and positive teacher/student relationships.

In 2017 the student icons for what is important will feature in explicit "Skills Streaming" lessons.

## Policy requirements

### Aboriginal education

Aboriginal Education is integrated across the Key Learning Areas. Staff have significant experience teaching in schools with a high proportion of Aboriginal students, which ensure perspectives are an integral part of school programs. In 2016 we had 1 Aboriginal student enrolled, who took the initiative to invite a group to perform a traditional smoking ceremony as part of the 125 year anniversary celebration. Community participation highlighted the connectedness to culture for the school. Staff commitment to Aboriginal Education was highlighted by the outstanding training

undertaken in "Stronger Smarter" and initiatives that have followed. The training showcased the importance of building relationships with our communities for the benefit of all. The staff have undertaken further training and activities to ensure the cultural inclusivity of our school community.

### Multicultural and anti-racism education

Students studied aspects of multiculturalism, as a part of the content, in all Key Learning Areas, across all stages. The school Cooking Program continued and served as a link to study the diversity of our families' varying ancestral countries. Students also participated in making a healthy breakfast at school as part of Walking To School Safely. A staff member fills the Anti—Racism Contact Officer position. There were no incidents of racism in 2016.

### Other school programs

#### Environmental Education

Our school highly values and enjoys the benefits of a comprehensive Environmental Education Program. Awaba students won the award for Innovation in 2014 from Lake Macquarie Council.

In 2015, we were recognised once again at the Council awards and in 2016 we won the award for the Best Overall Primary School in Lake Macquarie.

In September we were able to make jam from our Yellow Gooseberry bushes for all to share. We grow crops of strawberries, lettuce, celery, eggplant, squash, chillies, herbs and corn. Students have been lucky enough to use the ingredients in their cooking program. Students are rostered daily to take care of the plants and manage waste removal. Students enjoy free seminars from Lake Macquarie City Council in waste reduction, energy consumption and sustainable living practices.

#### Achievements in Sport

During 2016, our school successfully organised and ran a combined schools swimming carnival, which featured four similar sized local schools at Toronto Swim Centre. We also participated in the combined schools' cross country and athletics carnivals. As a result, a high percentage of primary aged students went on to represent the school at Westlakes Zone sporting events.

During Term 3, all students participated in the School Swimming and Water Safety Program. The program offered students the chance to develop confidence in water and provide students with basic skills in water safety and survival. The program ran daily for 45 minutes over a 2—week swimming program at Toronto Swim Centre.

#### Community Programs

Students enjoyed the organisation of special student

lunches twice a term, provided by Mrs Ashmore, a parent of one of our students. Mrs Ashmore also worked weekly with senior students in term 2, to teach them how to sew. Students created a teddy bear.