

Emmaville Central School

Annual Report



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Introduction

The Annual Report for 2016 is provided to the community of Emmaville Central 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.

The annual report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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Message from the Principal

During 2016 our school increased its focus on student centred decision making by beginning a process of looking at students as individuals with specific needs, aspirations and stories. Our secondary curriculum was identified as an area of specific need requiring attention in order to address the decline in stage 6 (Year 11 and 12) enrolments and local delivery. Teachers moved specifically towards addressing the needs of students with consideration of the whole child. As such our approach became more holistic in nature. Specific attention was directed to up-skilling teaching and support staff across the school in programs designed to address the literacy and numeracy needs of every student Kindergarten to Year 12. Appreciating and developing partnerships with parents, including the P&C, are seen in as fundamental in achieving improved student outcomes across all Key Learning Areas.

School background

School vision statement

At Emmaville Central School we aim to provide a high quality education in a caring and supportive environment, where students feel safe and empowered, to develop to their potential, and to become effective global citizens and leaders. This will be achieved through effective and collaborative partnerships.

School context

Emmaville Central School (ECS) caters for an isolated rural community 32kms north-west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two hotels, a post office, a general store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town.

Emmaville CS offers individualized learning in small composite class groups supported by excellent technology resources. The school has an advanced technology network with all classrooms having interactive whiteboards. Additional laptops and iPads have been purchased for students (primary and secondary) to use.

Student mobility is growing, with a quarter of students enrolling and/or leaving in any one year. In February 2015, 10% of students identified as ATSI.

Students are able to undertake Stage 6 studies at Emmaville CS with Students studying a composition of subjects delivered on site with the balance of subjects being delivered through Dubbo School of Distance Education. In senior years, academic pursuits and vocational education are growing priorities.

Younger (Infants) students are an area of focus with significant language, literacy and numeracy support needs.

In 2014, the school was supported by extra resourcing from equity funding with many students have been identified as requiring welfare and pastoral support.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program. The schools Parents and Citizens Association manage this program.

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.

Teaching practices have been transformed to be more relevant, engaging and accessible to all students. This is demonstrated by an improved focus on specific instruction for the teaching of reading in the early years. An examination of the curriculum offerings in the secondary school has identified a need for some review so as to determine best future directions.

A move to a more individualised approach to learning has focussed on establishing Personalised Learning Plans and engaging parents in a more structured attempt to build common learning goals..

A change in Principal leadership during 2016 has resulted in a renewed focus on school planning. Specific attention was directed towards developing a mindset which saw data and feedback as part of the teaching and learning cycle.

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

Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose

Staff will develop and deliver meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum.

Staff will expand their skills to broaden the range and quality of the curriculum delivery K–12. Staff will build partnerships to work collegially with other professionals to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.

Overall summary of progress

Teaching staff have engaged in a structured and planned approach to professional learning. This systematic approach will allow a deepening engagement with effective, contemporary pedagogy. Classroom teachers have begun studying John Hattie's research to prepare for the implementation of Visible Learning strategies across Kindergarten–Year 12.

Improved focus on students' backgrounds and learning needs has resulted in supplementary roles being developed in the area of Student Wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has aligned staff processes for collecting, analysing and reporting on local data and on external data to create a learning continuum.	This is currently in progress. Staff in primary classes have engaged with the Literacy and Numeracy Continuums to describe individual students' learning achievement.	\$8,072.00
Staff have attained achievement at proficient level in the Australian Teaching Standards including through whole school performance and development frameworks.	The Australian Teaching Standards were used to inform planning for Professional Development Plans of teaching staff, reflecting identified, shared school directions.	\$5,000.00
Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.	Largely, this has been achieved. A collaborative culture has been established whereby teachers observe and model, give feedback and engage with improvement in both teaching practice and the achievement of student learning outcomes.	\$5,000.00

Next Steps

To align new staff developmentally with colleagues.

Establish an expectation that staff will implement best practice strategies to facilitate improved student learning outcomes.

Build a whole school culture which reflects a growth mindset.

Strategic Direction 2

Successful student learners and leaders who are active global citizens

Purpose

Staff will develop and deliver meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum.

Staff will expand their skills to broaden the range and quality of the curriculum delivery K–12. Staff will build partnerships to work collegially with other professionals to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian professional Standard for Principals.

Overall summary of progress

Staff have presented opportunities to students to represent the school and experience the world beyond the school gate.

Consultancy support has allowed a deeper understanding of language and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has aligned staff processes for collecting, analysing and reporting on local data and on external data to create a learning continuum.	Development continues this area. Some progress has been made however changes in staffing during 2016 have hampered progress.	\$65,000.00
Staff have attained achievement at proficient level in the Australian Teaching Standards, and through whole school performance and development frameworks.	Staff continue to engage with the Australian Teaching Standards to examine their professional practice and inform directions for professional learning.	\$10,000.00
Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.	Collaborative practice is evident across the school. Demonstrated by the operation of faculty teams and ongoing productive professional conversation.	\$10,373.00

Next Steps

A focus on identifying the best data and managing information effectively will enable the school to more closely monitor student achievement to further develop individualised programming.

All teaching staff will continue to engage with the Australian Teaching Standards to further develop identified competencies.

In 2017 all staff will engage with John Hattie's research relating to the development of effective learning communities.

Strategic Direction 3

Strong community partnerships committed to enhancing the education of our students

Purpose

To build dynamic relationships where the profile of ECS, within the community, will be raised so that the School community is inclusive and valued. Community awareness and participation, in our school is a focus. This provides the opportunity of broadening the learning experiences of our students in their own local, and wider community.

Overall summary of progress

Build on the work of the current P & C partnership.

Established immediate and direct relationships between class teachers and parents via use of SMS and phone calls.

Improve visibility of teaching team by allowing parents to view their work.

Encourage teachers to participate in community activities and for parents to participate more authentically with school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community is committed to the school's strategic directions and practices to achieve improvements in student learning and engagement	Feedback from P & C is indicative of support.	\$500.00
The school is recognised as being responsive and committed to excellence as a result of its effective engagement with members of the local community	Feedback from P & C and community is indicative of significant support that the school is able to provide an appropriate preparation for the workplace and for life.	\$500.00
The school makes strategic use of its relationships and partnerships to access resources for the purpose of enriching student learning outcomes and the schools standing within the local community.	Feedback from P & C and community indicates significant satisfaction from the community with regards our presence and standing within the community.	\$500.00

Next Steps

Continue to develop the trust between community and school (This is now spoken about and is evolving).

Continue to develop the confidence of the teaching team to reach out to the community and be confident communicators and so lead education in Emmaville.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The funds were used to employ a School Learning Support Officer who supported students in class with literacy and numeracy learning.</p> <p>Aboriginal languages and cultural identity were fostered.</p>	\$11,076.00
Low level adjustment for disability	School Learning Support Officers worked with students who have identified disabilities to facilitate engagement with the curriculum.	\$9188.00
Quality Teaching, Successful Students (QTSS)	Growth Coaching, Visible Learning, Assessment for Learning and Teaching and Learning Rubrics were promoted across the school.	A staffing allocation of 0.038 supported this program in 2016.
Socio-economic background	Teachers were given opportunity to develop an understanding of the student population at a more personal level.	\$75,500.00
Support for beginning teachers	Beginning teachers were provided with opportunity to work with teacher mentors and engage in additional professional learning, on an individualised basis, as per Personalised Learning Plans.	No funds were available in 2016.

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	22	31	36	35
Girls	38	39	47	46

There has been a demonstrated growth in enrolments at Emmaville Central School since 2014.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	94.6	95.6	90.1
1	93.9	93.2	89	92.6
2	89.3	93.7	93.7	92
3	91.2	95.2	92.2	89.8
4	94	91.5	96	91.9
5	94.9	91.5	89.7	96.2
6	93.9	90.4	90.5	91.1
7	89.9	92.9	90.4	91.2
8	88.8	77.4	91	86.7
9	87.6	79.8	85.9	85.7
10	87.4	86.4	83.3	65.6
11	90.1	92.1	80.1	75.3
12	92.9	94.6	95.9	84.8
All Years	91.5	90.3	90.5	88.4
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
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

A strong attendance pattern is well established at Emmaville Central School. Further student engagement in learning and improved curriculum offering hope to push our attendance back more in line with state average.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	11		11
TAFE entry			
University Entry			33
Other			22
Unknown	11	11	

Year 12 vocational or trade training

Vocational Education forms a significant component of the Stage 6 curriculum. This is an area which may improve attendance and retention into 2017.

Year 12 attaining HSC or equivalent

In 2016 all three students who sat for the Higher School Certificate matriculated to University.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	2.45
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.47
School Administration & Support Staff	3.59
Other Positions	3.13

One member of the teaching staff identified as being of Aboriginal descent.

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	32

Professional learning and teacher accreditation

Personalised Learning Plans have led the professional learning pattern for teachers and have reflected accreditation needs.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	192 549.04
Global funds	149 916.65
Tied funds	153 807.61
School & community sources	26 582.75
Interest	3 555.61
Trust receipts	18 935.20
Canteen	0.00
Total income	545 346.86
Expenditure	
Teaching & learning	
Key learning areas	34 827.73
Excursions	3 790.09
Extracurricular dissections	2 088.16
Library	11 724.24
Training & development	2 068.05
Tied funds	197 039.58
Short term relief	39 279.91
Administration & office	63 565.80
School-operated canteen	0.00
Utilities	20 505.68
Maintenance	22 850.46
Trust accounts	17 435.06
Capital programs	25 800.00
Total expenditure	440 974.76
Balance carried forward	104 372.10

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.

A review of NAPLAN results has enabled staff to refocus efforts on improving student growth through a more explicit approach to teaching and implementation of the Quality Teaching Model. It is anticipated that our inclusion in the phase 2 of Early Action for Success in 2017 will provide a stimulus for the adoption of improved teaching practice K–6 and a collaborative growth mindset.

Literacy is an area for continued and concentrated effort at Emmaville Central School. Staff have identified writing as an area for particular attention.

Sustaining Numeracy growth has been identified by staff as a particular challenge for our future. Whilst students appear to progress overall, sustaining patterns of improvement through curriculum review, improved planning, and explicit teaching will remain a focus. This will enable the retention of mathematical concepts for all students and so contribute to enhanced outcomes into the secondary years.

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.

Reading: Year 3 – No students achieved in the top two bands, Year 5 – 16% of students achieved in the top two bands,

Reading: Year 7 – No students achieved in the top two bands, Year 9 – No students achieved in the top two bands.

Numeracy: Year 3 – No students achieved in the top two bands, Year 5 – 16% of students achieved in the top two bands.

Numeracy: Year 7 – 11% of students achieved in the top two bands, Year 9 – No students achieved in the top two bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016 100% of students who sat for the Higher School Certificate matriculated to university.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were involved in a collaborative exercise whereby the whole school community was involved in an evaluation of the school's practice at the end of 2016.

Parents have identified access to sporting opportunity and the presence of bullying (welfare) as issues requiring attention by the school.

Staff have identified welfare and academic learning outcomes, (including a whole school approach to reading acquisition), as significant issues for the future.

Students have identified sporting opportunity and welfare as areas of concern for them.

The needs of our students have been described for our next school plan and the gaps in service provision have been identified in relation to the school vision and practice.

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Emmaville Central School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across all KLAs. Funding from Norta Norta and Aboriginal background is provided through DoE resource allocation so that students are given support as required.

Aboriginal language was taught at Emmaville Central School during 2016. The school was fortunate to have an experienced LOTE teacher who delivered Gamilaraay language lessons in both primary and secondary classes.

All students were exposed to Aboriginal cultural learning and respectfully celebrated NAIDOC Week.

Multicultural and anti-racism education

The Multicultural Education Policy and the Antiracism policy have supported the school community to acknowledge and respect cultural diversity and a sense

of belonging through the celebration of days such as Harmony Day. The day involved activities about inclusiveness, respect and a sense of belonging for everyone.