

Euabalong West Public School

Annual Report



2016



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Introduction

The Annual Report for 2017 is provided to the community of Euabalong West 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.

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School background

School vision statement

The school aims to develop positive, caring students who set high expectations and persevere to achieve their potential in all areas. The holistic philosophy of Euabalong West Public School recognises and supports the individual academic needs of each student and utilises 21st Century learning dispositions to explore and expand their knowledge.

School context

Euabalong West Public School is a K – 6 school with an enrolment of 23 students located in the North Western Riverina of NSW approximately 175 km from the regional centre of Griffith.

Although rurally isolated we are supported by a strong and involved parent body and community. The staff of Euabalong West Public School expect students to achieve and reach their full potential. This is reflected in our school plan through emphasis on developing students' skills & understanding and strong communication between all community stakeholders.

Our school is also a member of the Riverina P6 Small Schools Group or Rural Innovative Educational Network (RIEN). We utilise video conferencing technology to run spelling bee competitions, debating and other group learning opportunities that arise in the curriculum across the schools. In addition to student centred learning using technology, the staff of these school regularly conduct staff and LST meetings and is a general forum where possible for other activities that normally would involve extensive amounts of travel for professional development and engagement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 2016, our staff at Euabalong West Public School has worked with the School Excellence Framework to support our aspiration towards excellence in Learning, Teaching and Leading. We dedicate time twice per term to evaluate our progress towards meeting aspects of the School Excellence Framework.

In the domain of Learning we focussed on Assessment and Reporting. Our evaluation of our school towards excellence in this element concluded that we are Delivering. Our staff worked to set, as an aspect of our school plan, a clear and concise assessment schedule for the year by using a range of school-based and external based assessments. We also have ensured our reports meet Departmental policy and have adjusted the format to suit our families to engage with the assessment and reporting process. Our school has also instigated regular progress meetings with parents and caregivers to inform them of their students' progress towards outcomes and their own personal goals.

In the domain of Teaching we focussed on Collaborative Practice. Our evaluation of our school towards excellence in this element concluded that we are Delivering. As staff we had negotiated a meeting schedule which involves professional learning sessions and/or staff meetings. At Professional Learning meetings, teaching staff review and collaborate to create teaching programs that suit our small school setting. The premise of these meetings is to improve teaching and learning using ideas such as differentiation and consistency of teacher judgement. Next year we will endeavour to embed explicit systems for classroom observation, modelling effective practice and feedback to drive improvement in teaching practice and student outcomes.

In the domain of Leadership we focussed on School Planning, Implementation and Reporting. Our evaluation of our school towards excellence in this element concluded that we are Delivering. We continue to review our school plan on a yearly basis and identify areas that need to be adjusted to refocus on achieving identified improvements. Our school plan aligns to local and system priorities and ensures responsiveness to emerging needs. Our staff are committed to our school plan and can articulate the purpose behind our two strategic directions. To further improve, we will be utilising more evidence-based research to innovate our thinking in the design of our school plan as well as utilising data more effectively to make judgements on our achievements of the final year of this school planning 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

The school will deliver quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st Century Learners.

Purpose

To develop quality teaching and learning practices with a focus on literacy skills. Students and adults within the school community will expect all students to develop their higher order thinking and imaginative skills to deepen their understanding of themselves, others and the world.

Overall summary of progress

In 2016 Euabalong West Public School staff and students have made pleasing progress with the achievement of goals and milestones in the area of 21st century learning. We are continuing to make progress in moving students outcomes towards being at stage-based standards or above in the areas of English & Mathematics, through the use of 21st century learning skills within teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase student achievement in English and Mathematics to be at or beyond Stage standard on EWPS semester reports using a suite of school-based and external assessments.	<ul style="list-style-type: none">• In 2017 78% of students reached or exceeded stage-based standards in English and 76% in Mathematics. This has increased from 71% in 2015 for both English & Mathematics.• Assessment schedule has been carefully implemented and will be reviewed each year.• Learning & Support Teacher attended Personalised Learning course and shared ideas with other staff members.	\$1055 (Low level adjustment for disability RAM funding)
All staff and students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.	<ul style="list-style-type: none">• HOW2Learn training was unable to be completed as we lost access to our trainer.• We embedded success criteria and student personalised goals across the school.	\$455 (QTSS RAM Funding)
All teachers demonstrate a high level confidence and evidence-informed knowledge of The Australian Professional Standards for Teachers at proficiency or higher.	<ul style="list-style-type: none">• We implemented the first full cycle of the Performance and Development Framework and all teachers completed their Performance and Development Plans.	

Next Steps

At Euabalong West PS we need to continue to:

- Engage with HOW2Learn aspects to support our improvement measure on learning intentions and success criteria.
- Develop personal learning goals for all students on a more consistent basis and in consultation with parents.
- Research more evidence-based programs to further improve student outcomes.

Strategic Direction 2

The school will encourage and support high quality community engagement.

Purpose

Strengthen the position of the school as a focal point in the community and to develop the partnerships with parents and the broader community to support and enhance student academic, social, emotional, physical and spiritual well-being.

Overall summary of progress

In 2016 Euabalong West Public School staff, students and the community have made pleasing progress with the achievement of goals and milestones in the area of high-quality engagement. We are continuing to make progress in engaging with our community by encouraging the involvement of parents and community members in varied aspects of our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student and parent surveys indicate an increase in engagement with reading at home with parents.	<ul style="list-style-type: none">Continued to invest in the purchase of quality readers at a range of reading levels.Surveyed parents at the conclusion of the year and the opinions were very positive.	\$2000 (Global Funding)
Have all parents attending the school throughout the year for meaningful activities to support their students learning.	<ul style="list-style-type: none">Hosted a successful ANZAC Day service with a representative from the RSL in attendance.Also had positive experiences at various events throughout the year including our Easter Hat Parade, Education Week Assembly and Presentation Evening.	
The school has an active P & C.	<ul style="list-style-type: none">Parents indicated their desire to work with the school in the capacity as community meetings in a Community Consultative Forum twice a year. This will be further developed next year.	

Next Steps

At Euabalong West PS we need to continue to:

- Engage with parents and community members to hold various events throughout the year.
- Begin using our Facebook page more actively and invest in other 21st century ways of communicating with our community.
- Investigate grants that will promote community cohesion within our school.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> Reviewed Personalised Learning Plans more effectively and focussed on student goals. Employed an Student Learning Support Officer (SLSO) 1 hour per week to support students in individualised programs. 	\$4118 RAM Funding <ul style="list-style-type: none"> Aboriginal background loading (\$450.00)
Low level adjustment for disability	<ul style="list-style-type: none"> Employed an SLSO 1 day per week to support individual programs such as MULTILIT. Learning & Support Teacher (LST) attended Personalised Learning training and shared with other staff members to effectively cater for students with personalised learning needs. 	\$4535 RAM Funding <ul style="list-style-type: none"> (\$0.00)
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Principal released an extra 3 days for the year to prepare evidence-based professional learning for staff members. 	\$1625 QTSS Funding
Socio-economic background	<ul style="list-style-type: none"> Employed an SLSO 3 days per week to support teaching programs in the K-6 classroom. Supported students to attend the Canberra Excursion with the cost of the bus. Support students (K-6) to attend Intensive Swimming Scheme in November/December for the cost of the bus. 	\$31697 RAM Funding <ul style="list-style-type: none"> Socio-economic background (\$2 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	3	5	9	11
Girls	14	12	10	12

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94		97	93.2
1	95.2	96.9	77.9	92.2
2	97	95.8	94.7	86.4
3	97.2	98.1	96.8	91.5
4	97.6	93.9	94.5	95.9
5	99.2	95.4	94.4	95.5
6	98.8		95.3	88.4
All Years	96.6	96	94.6	92.2
State DoE				
Year	2013	2014	2015	2016
K	95		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		93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Maintaining a high level of student attendance is a priority at Euabalong West Public School. There are structured processes in place to ensure all students attend regularly with close follow up on any concerns regarding unsatisfactory levels of attendance or explanations. Our attendance is completed through Sentral and is closely monitored by the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1.23
Other Positions	0.1

*Full Time Equivalent

No staff members identify as Aboriginal or Torres Strait Islander.

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	50

Professional learning and teacher accreditation

A significant amount of funding was used towards professional learning in 2016 to support our school plan improvement measures. One staff member trained as a Writing in the Middle Years Trainer and will train all other staff in 2017. One staff member attended Targeting Early Numeracy Strategy training who implemented this in their teaching program.

We continue to have access to a staff member who is a Taking Off With Numeracy (TOWN) trainer as well as a staff member trained in Focus on Reading (3–6).

Two staff members also attended Project Based Learning and this will support our 2017 School Plan and future directions for Euabalong West Public School.

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.

We had 4 Year 3 students and 3 Year 5 students sit the NAPLAN tests in 2016

Income	\$
Balance brought forward	37 865.63
Global funds	61 207.46
Tied funds	66 543.57
School & community sources	12 191.26
Interest	1 205.26
Trust receipts	25.00
Canteen	0.00
Total income	179 038.18
Expenditure	
Teaching & learning	
Key learning areas	8 421.21
Excursions	11 175.18
Extracurricular dissections	6 390.30
Library	2 989.57
Training & development	2 075.31
Tied funds	65 469.18
Short term relief	0.00
Administration & office	12 890.89
School-operated canteen	0.00
Utilities	5 112.12
Maintenance	7 215.98
Trust accounts	25.00
Capital programs	0.00
Total expenditure	121 764.74
Balance carried forward	57 273.44

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.

Due to our low student numbers we are unable to report on NAPLAN results as it could identify students.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. In 2016 we completed online satisfaction surveys with students, parents and staff to gauge our successes in 2016 as well as to set our future directions.

Students responded positively to the survey with all students participating in the survey. Students indicated that 73.9% enjoy learning at Euabalong West Public School and 82.6% stated that they believe what they learn is useful in their everyday life. In the area of teaching, 69.5% of students indicated that lessons are well planned. Over 85% of students believe that the staff cares about them and over 75% of the student body believes the teachers listen to them. No students indicated that they don't get along with other students at the school which is extremely positive.

We also surveyed parents at the end of the year and the results overall were positive. It was pleasing that 100% of parents surveyed indicated that staff communicate with them about their child's progress. Parents also indicated that they all believe the staff have the skills to effectively teach their children. 57.2% of parents surveyed indicated they would rather hold community consultation meetings rather than reform the P&C at this time. Due to this we will adjust our school plan next year to reflect this opinion. All parents indicated that we should investigate about acquiring funding for a vegetable garden project.

Staff were also surveyed at the conclusion of 2016. It was pleasing that 83.3% of staff believe that communicate within our school is effective. 100% of staff believe they have the skills to prepare quality teaching and learning programs for our students at Euabalong West Public School.

Holding these surveys were extremely valuable for our school and we will be surveying the students, parents and staff ongoing into the next year.

Policy requirements

Aboriginal education

All students at Euabalong West Public School are carefully monitored to see how they learn best and to what capacity they successfully meet outcomes. Students who need extra help in any learning area have an individual learning program created through consultation with their parents and themselves that is then implemented in the classroom. Due to such a small cohort of students and a smaller cohort of students that identify as being of Aboriginal descent, we will not identify student specific programs. However, Aboriginal grant funds have been allocated to employing a Student Learning Support Officer one additional day per week to help with specific programs. Parents are engaged through an open door policy, knowing no issue is too big or inconsequential.



Multicultural and anti-racism education

Euabalong West Public School prides itself on being an all-inclusive school. Programs are created with careful thought as to how to include multi-cultural perspectives and promote the messages involved with anti-racism. Suzanne Lesker is the Euabalong West Public School Anti-Racism Contact Officer and completed her training in 2012. The school has an active community that regularly supports activities within the school. Activities such as sporting carnivals and events, presentations, community in school days and a general open door policy provides opportunities for community engagement.