

# Eurongilly Public School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Eurongilly 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.

Lucy Greene

Principal

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## Message from the Principal

2016 was another rewarding year for Eurongilly Public School in so many respects. Together we have worked hard to build a culture of inclusion, where students are friendly, kind, responsible and respectful within a positive and enriching learning environment. Both students and staff value quality work and are focused on delivering on our school vision.

Student excellence was evident across all of our Key Learning Areas, with students relishing each opportunity to enrich their learning through excursions, extra-curricular activities and in-school leadership opportunities. We had teams representing our school at state level in both swimming and athletics, won the zone competition of the Premier's Debating challenge, and had students place 3rd in both the regional Multicultural Public Speaking and Premier's Spelling Bee competitions. As part of our student leadership program, students from Years 2 – 6 explored their entrepreneurial skills by setting up a student canteen and using the profits to purchase new playground equipment.

A particular highlight of the year was competing in the annual Archibull Agriculture Prize. Creative arts, IT and critical thinking skills were put to the test as we designed our Archicalf, infographic on clothing waste, and created our blog while exploring complex issues such as biosecurity, climate change and waste. We were thrilled to receive an award for our infographic at the conclusion of the competition!

All of this wouldn't have been possible without the unrelenting support of our dedicated staff, P&C and community. This school works so well because of the input of teachers, parents, grandparents and community members who are all so invested in the success of our students. So to everyone in our school community, thank you for your support and encouragement of both staff and students throughout the year. Your children do you credit every day and your efforts to make Eurongilly Public School the best it can be do not go unnoticed.

## Message from the school community

In 2016 we cooked and catered for the Illabo Melodrama, The district Kennel Club Dog show and the Bunning's BBQ. We sold tickets for the Prostate and Breast Cancer Foundation raffle and tickets in the regular meat tray raffles at the Illabo Hotel. We ran the Eco Store soap drive and the Crazy Camel fundraiser, making well over \$5,000.

P&C have purchased new line marking under the COLA, the giant chess set and a microscope for the classroom. We also funded excursions to Cootamundra, Sydney and Canberra totalling close to \$4000.

Thank you to everyone who has contributed, whether it was through selling soap, calendars or tickets, giving of your precious time, slaving over a hot BBQ, picking up or dropping off food items, transporting high jump mats and gazebos to carnivals, applying for grants, banking, donating money or goods, making jelly slice and casseroles, transporting kids and typing up meeting minutes or newsletter updates. I really appreciate the dedication and support of everyone.

A big thank you to our wonderful staff who have nurtured and cajoled our children throughout the year. You have big hearts and lots of patience. Watching children progress as they process life, feeling the enthusiasm to learn and experiencing the ah– ha moments of a child, is so rewarding.

Pam Henwood, P&C President, 2016

# School background

## School vision statement

Eurongilly Public School endeavours to prepare our students for life outside of school in a changing environment. We strive for our students to achieve their full potential through quality teaching and learning. The goal is for our students to be happy and socially engaged citizens.

## School context

Eurongilly Public School is a small isolated school that was established in 1918. The enrolment is drawn from the surrounding farming community with students also commuting from the township of Junee. Eurongilly is an active participant in the Ngumba–Dal Learning Community, strengthening Public Education within the Junee region. The school has 19 students enrolled and fosters strong community relationships and support. Our Aboriginal population is currently at 5%.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

Time was dedicated at our staff development days and staff meetings to examine our school plan as a way of determining which elements of the School Excellence Framework were being best addressed, and what areas needed to be built on to ensure future growth.

#### Learning

In the domain of learning, our efforts have been primarily focused on building a strong culture of student wellbeing, learning rigour, new curriculum and authentic assessment. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive. Our continued work to align the new curriculum documents, including history and geography and conceptual learning in English, to our understanding of high expectations and quality, ensures that we are meeting the most recent curriculum requirements in a 21st century learning environment. Differentiation within lessons and through programs such as Language, Learning and Literacy (L3) and Focus On Reading (FoR), is an ongoing focus of staff to help meet the specific needs and learning goals of students.

Our students are developing skills to take responsibility for their own learning and have been exposed to ways in which they can track and monitor their progress against curriculum markers. More work in this area will be done in the coming year with the introduction of bump it up walls in classrooms.

#### Teaching

In the domain of teaching, our focus has been on consistent teacher judgements in the collection and use of data to inform our teaching practices. Collaborative practice is highly valued amongst staff and is a growing focus of our planning cycles. By working together, staff are able to compare student work samples and observations of student learning to make informed decisions about their needs.

Classrooms are well managed and programs are well prepared, ensuring that students can engage in their learning with minimal disruption. As a staff, we continue to seek opportunities to provide and receive quality and constructive feedback on our practice. Classroom observations are included in our Professional Development Plan (PDP) routine and have been well received by staff as a way of being reflective on our teaching practice and helping improve teaching and learning in the school.

As teachers, we continue to use selected internal and external data collection tools including PLAN, self evaluation and SMART data to determine goals for future learning. Data is currently used to inform key decisions and common assessment instruments are being used within the classroom. Embedding more consistent analysis techniques between staff, particularly when working with small samples of data, will be a future focus at Eurongilly Public School. Engaging the wider school community in understanding our data trends is another area for development, so that parents have a



deeper understanding of our schools directions and priorities.

As part of our ongoing pursuit for best practice, staff have been involved in a wide range of professional learning opportunities throughout the year, including L3 OPL, FoR, TEN, Learning Differences and Strategic Financial Management. In 2016, teachers maintained a particular focus on literacy and numeracy, with our professional learning focused around improving strategies and delivering best practice in these areas. Working with colleagues in our Ngumba–Dal learning community and in the Gundagai small schools group, has allowed teaching staff to ensure that our understanding of student learning is not restricted to our small school context. By seeing the learning happening in larger or different settings, we are able to reflect on our teaching and make improvements to ensure we are having a positive impact on student performance. Strategies for actively sharing targeted professional learning with colleagues in our school and across our Ngumba–Dal learning community to ensure professional learning has a wider reaching impact, is an area for development.

## Leading

In the domain of leading, there is a commitment to fostering a school–wide culture of high expectations, as well as a shared responsibility for student engagement, learning development and success. As a two class school, we have investigated using our learning space in flexible and fluid ways to maximise learning opportunities for students. We are committed to ensuring that the classrooms are well resourced, with current technologies being incorporated into the teaching program.

We have developed a strong commitment to Eurongilly Public School being recognised as a central part of the local community. Parents and community members have the opportunity to engage in a wide range of school–related activities and our community is generally positive about the education provisions for our students. Through productive relationships with external agencies and other schools in the area, we aim to provide additional educational opportunities for students. Particular connections with the local high school for example, have helped open up opportunities such as agriculture immersion days for our primary students, and has aided more successful transitions to high school for our seniors.

As a school, we recognise that leadership development is central to school capacity building, and in response to this, staff are given the opportunity to lead projects or events such as organising excursions or writing grant applications. While only a two teacher school in 2016, distributed leadership was evident and had a positive influence on the smooth running of school programs.

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

### Develop Life Long Learners

#### Purpose

To ensure learning for students across our school is based on quality educational delivery that is consistent, of a high standard and incorporates shared professional practices.

#### Overall summary of progress

In 2016, staff at Eurongilly Public School engaged in quality professional learning to expand our understanding and use of evidence-based teaching strategies. The inclusion of future focused learning pedagogy and practice with the support of quality resources is engaging our students to create, collaborate and think critically.

Lessons are differentiated to meet the individual needs of students and mapping student progress on the literacy and numeracy continuums is becoming a more embedded process within our teaching and assessment cycles. Primary students started to be exposed to the continuum document in the form of 'I can' statements and were successful in tracking their progress in writing, reading and place value.

Learning spaces have become more flexible, with changing seating arrangements and groupings of students allowing staff to be more authentic in their differentiation of lessons. Incorporating lesson intentions as a way of focusing students on their learning was introduced, as was a greater focus on providing students with clearer success criteria and explicit feedback on their learning.

Students have indicated that they value their learning and understand that application leads to learning success. We have worked to facilitate student engagement through the provision of enrichment and extra curricular opportunities. We have also experienced success in projects such as the Archibull prize which promote critical thinking and research skills, collaboration and student leadership.

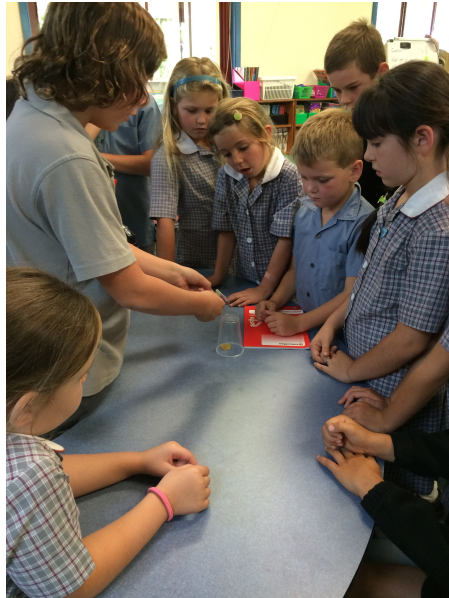
#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated programs meet the learning needs of all children.	<ul style="list-style-type: none"><li>• Differentiation of skills and content is evident in the programs of teaching staff. Our school learning support officer supports staff in the classroom to provide targeted support for identified students.</li><li>• Professional development and in school support has been supplied as a way of supporting staff confidence and capacity to deliver adjusted learning programs for students.</li></ul>	<ul style="list-style-type: none"><li>• Professional learning costs total \$2585.01 (excluding casual relief).</li><li>• Casual relief connected to professional learning \$6665.28</li></ul>
All students K–6 have their progress tracked using PLAN software, with processes in place for 3–6 students to be responsible for their own data walls.	<ul style="list-style-type: none"><li>• All teachers have been trained in the use of the PLAN software.</li><li>• Data for all K–2 students was updated every term.</li><li>• Data for all 3–6 students was updated every semester.</li><li>• All teachers are learning to plot markers (in addition to the cluster levels) in literacy.</li></ul>	<ul style="list-style-type: none"><li>• Casual relief for data updates \$1800</li></ul>
All staff are engaged in regular reflection using formal and informal feedback to improve teaching practice.	<ul style="list-style-type: none"><li>• All teachers were engaged in the Performance Development Plan (PDP) process – identifying professional learning goals with links to the Australian Professional Standards for Teachers.</li><li>• Feedback was given to staff following lesson observations and PDP review meetings.</li><li>• Staff experimented with strategies for improvement, including video recording samples of lessons for review with colleagues as part of the Focus on Reading professional learning modules.</li></ul>	<ul style="list-style-type: none"><li>• No funds expended.</li></ul>

## Next Steps

We will focus on a number of areas to continue to grow our students as life long learners;

- Continue to seek feedback from students and parents regarding student learning, interests and priorities for improvement.
- Continue classroom observations in 2017 as a way of identifying improvement measures for the PDP process.
- We intend to seek opportunities for cross school observation and lesson study (Quality teaching rounds) with a focus on differentiation and authentic feedback to students.
- Continue to incorporate project based learning into our teaching programs as a way of offering authentic and student driven learning opportunities.



## Strategic Direction 2

### Strengthen Values and Wellbeing

#### Purpose

To promote a culture of support, by developing social skills, and building positive habits so that students are able to make emotional, ethical, social and strategic decisions now, and after school life.

#### Overall summary of progress

Our continued focus on promoting positive behaviour and recognising student application has enabled us to achieve success in engaging students with their learning. Clear systems and expectations of behaviour have built a culture of respect and collaboration, empowering student leadership and consistency of expectations between teachers, SASS and casual staff.

In 2016 we redeveloped our behaviour reward system to incorporate specific recognition for school representation and student leadership. This update of the levelled behaviour system, which now includes upper levels of excellence (school ribbons and medallions) has reinvigorated students enthusiasm to participate and achieve well in their learning. Feedback from parents about our new behaviour levels system has been positive.

Community engagement continues to be a focus of our student leadership program, with senior students leading school levels assemblies, running a student canteen and participating in community celebrations and commemorative events.

Student wellbeing is being supported by a social skills and values curriculum. Peer led activities are common in our school and provide students with an opportunity to work with peers of all ages. Older students are supported to mentor younger students in areas such as sport and maths. Transition programs are in place to support the wellbeing and success of students transitioning into kindergarten or moving on to high school. Close partnerships exist between education providers in the local area to aid this.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school consistently implements a whole school approach to wellbeing which includes clearly defined behavioural expectations.	<ul style="list-style-type: none"><li>Clearly defined expectations of student behaviour are evident in classrooms and in the playground.</li><li>New behaviour system updates are in place to include recognition of school representation and student leadership.</li><li>Restorative justice frameworks have been introduced to be used when students do not follow the set expectations.</li></ul>	<ul style="list-style-type: none"><li>Purchase of higher level awards \$293.50</li></ul>
Teachers focus on building quality learning environments which promote positive behaviour and application.	<ul style="list-style-type: none"><li>Teachers have worked consistently to build a strong rapport with students.</li><li>Classrooms reflect students own learning to build a sense of ownership and responsibility towards learning.</li><li>A student leadership program has been developed to enrich student learning programs.</li><li>Extra curricular activities were offered across a range of learning areas including sport, creative arts, public speaking and debating.</li></ul>	<ul style="list-style-type: none"><li>Extra curricular activities are largely funded by parent contributions although small school subsidies have applied for some activities.</li><li>GRIP leadership conference for student leaders \$330</li></ul>



## Next Steps

In addition to continuing the work already being done, our next steps include;

- Creating a craft club at lunch to as a way of engaging students who are less interested in traditional playground games or who need to reconnect with friends in a comfortable environment.
- Continuing to refine our delivery of social skills lessons for students K–6.
- Continuing to facilitate opportunities for student leadership both in school and in the broader school community.
- Incorporate staff wellbeing into the PDP process.



## Strategic Direction 3

### Promote Positive and Respectful Partnerships

#### Purpose

To develop and enrich positive, compassionate and trusting relationships with our community which identifies needs to support an inclusive and vibrant school culture which is flexible and dynamic.

#### Overall summary of progress

Through the year, we have seen examples of community collaboration and positive parent partnerships in our school.

To start the year, we held a parent information session and provided each family with a packet of resources. These resource packs included information about how to support children at home in literacy and mathematics, dice, playing cards and ideas for simple games, and information about support services available in the area. Parents were also encouraged to seek help and advice from teachers to help their child's learning at home if needed. A few parents asked for advice to help explain activities in home learning and ideas to encourage reading, however a more structured approach towards supporting parents is planned for next year, in the form of newsletter snapshots of hints and tricks being used in the classroom.

We have made positive connections with colleagues and students in our Ngumba–Dal learning community of schools and across our region through sporting activities, debating, combined education week community performances and transition to high school activities. Connections were also made with area colleagues through the school self evaluation process, where staff worked collaboratively to collect survey data and interview staff, students and parents about school reading processes. This collaboration was invaluable in deciding on future directions in reading at both schools.

In 2016, our school continued its connections with Charles Sturt University. We were thrilled to be able to support a student teacher through her practicum placement, with positive outcomes for both the student teacher and staff, who were able to collaborate and share ideas of best practice and innovative learning strategies currently being taught in the undergraduate program at CSU.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Stronger links with schools, collegial networks, community organisations and businesses are established at the local and state level that connect to student learning.	<ul style="list-style-type: none"><li>• Involvement in regular Ngumba–Dal school network meetings which have focused on promoting cross-school collaboration and enhancing school capacity to deliver to the expectations of the Premier's priorities.</li><li>• Teaching staff collaborated with local colleagues in cross school professional learning focusing on best practice in writing.</li><li>• Students benefited from partnerships with two young farming champions as part of the Archibull Prize project.</li><li>• Students participated in area, zone and regional level competitions including public speaking, spelling and debating. These competitions gave students to work with peers from other schools, as well as experience a snapshot of learning in a larger school setting.</li><li>• Primary students combined with another local small school for our major excursion to Sydney.</li><li>• We partnered with a larger local school to run a school self evaluation on Reading. Analysis of data from interviews and surveys has allowed us to make informed and strategic decisions about future focus areas in reading.</li></ul>	<ul style="list-style-type: none"><li>• Professional learning costs total \$2585.01 (excluding casual relief costs)</li><li>• Archibull prize project costs \$500</li><li>• School subsidy of the 3–6 major excursion to Sydney \$1000</li></ul>
Parents are active participants in their children's learning.	<ul style="list-style-type: none"><li>• The P&amp;C actively supported our learning programs, school resourcing and extracurricular</li></ul>	<ul style="list-style-type: none"><li>• No funds expended.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents are active participants in their children's learning.	activities through the year. Parents volunteer numbers were strong for most fundraising events including the Bunning's BBQ, raffles and Show catering. <ul style="list-style-type: none"><li>• P&amp;C meeting attendance was strong, with an average 76% of families being represented at most key meetings.</li><li>• 100% of parents attended our scheduled parent teacher meetings (either face to face or over the phone). Students participated in face to face meetings to share their learning goals and discuss their progress at school.</li></ul>	

## Next Steps

In continuing to promote positive and respectful partnerships, we intend to work towards the following;

- Provide 'study sessions' for parents in literacy and numeracy to further support learning at home, as well as to enhance parent understanding of the ways we track, monitor and provide for students learning needs.
- Include 'Hints and tips from the classroom' snapshots in the school newsletter.
- Facilitate a buddy system with the local preschool in order for primary students to work with our kindergarten transition children earlier in the year than traditionally done.
- Run another school self evaluation as a way of gaining further feedback from staff, students and parents on school systems. Focus area to be determined.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Literacy resources were purchased to support the teaching of Aboriginal perspectives in classrooms.</li> <li>• Release was provided to the Learning Support teacher to write a Personalised Learning and Support Plan for our Aboriginal student.</li> <li>• Our school participated in the Proud and Deadly awards, with a nomination based on the sporting excellence displayed by our Aboriginal student throughout 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• \$3307.00 in SLSO support time was used to support Aboriginal students in 2016.</li> <li>• \$ 800 in casual relief</li> <li>• \$ 656.54 in literacy resources were purchased.</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• All students requiring adjustments were catered for in our mainstream classroom. 4 students were referred to the Learning and Support Teacher for review.</li> <li>• Individualised programs were created and adjustments were made where needed to ensure that students were able to work towards achieving appropriate stage based learning outcomes.</li> <li>• An SLSO was employed to support identified students.</li> </ul>	<ul style="list-style-type: none"> <li>• \$2318.00 in SLSO support time was allocated to our school to cover the support needs of students.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Teachers were encouraged to reflect on their own practice and school systems supporting learning. Casual relief for staff planning time was used as a way of providing adequate time for teaching staff to develop integrated units of work which focus on deep learning and critical thinking skills .</li> <li>• QTSS funding was used to support Principal release to complete the School Self-Evaluation (Reading).</li> </ul>	<ul style="list-style-type: none"> <li>• QTSS funding of \$762 was used to cover casual relief.</li> <li>• 4 days casual relief for planning time.</li> </ul>





## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	14	12	13	11
Girls	7	6	9	8

Eurongilly Public School has continued to maintain a steady enrolment pattern. Our students are mostly from local farming families, with a few travelling in from the town of Junee. Projected enrolment surveys suggest that enrolments will continue to sit around the 20 student mark for the next few years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.3	93.1	96.7	93.5
1	96.3	93.5	95.8	91.5
2	95.5	79	95.6	96.6
3	95.1		95.6	
4	94.1	88.7	98.9	94.1
5	94.8	86.7	96.3	91.4
6	100	94	94	97.8
All Years	95.7	88.9	95.9	95
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		94.1	
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

Our school attendance rates are within reasonable bounds and are similar to reported state levels. At Eurongilly Public School, staff carefully monitor attendance. Follow up of unexplained absences is generally done within a few days of a student being away. Any attendance concerns, including persistent lateness, is reported to the principal for follow up and

then referred to the Home School Liaison Officer (HSLO) if required.

Many parents have embraced the use of the notes function in Skoolbag which has improved the speed and rate of absence notifications. All absence documentation is kept on file and rolls are routinely checked by the HSLO.

### Class sizes

Class	Total
YEARS K-6	20

### Structure of classes

Flexible class arrangements were evident in 2016. Students were generally separated into two classes (K–2 and 3–6) for literacy and numeracy lessons each day. The class worked as one K–6 group for most other KLA's and activities including Science, Music, Sport and Library.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.68
Other Positions	0

\*Full Time Equivalent

Above are the permanent, part-time and temporary staffing positions of 2016. The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. Eurongilly Public School did not have any staff employed who identified as being of Aboriginal or Torres Strait Islander heritage in 2016.

### 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

Throughout 2016, all teachers participated in professional learning to support achievement of our school targets. All teachers participated in five Staff Development Days through the year which are designed to build the capacity of staff to make gains toward our key priorities as set out in our School Plan. In addition to these days, professional learning has included participation in the following;

- Code of Conduct updates (mandatory)
- Child Protection updates (mandatory)
- CPR and Anaphylaxis training (mandatory)
- e–Emergency Care (mandatory)
- Work Health and Safety modules (online)
- Principals network meetings
- Principal Induction
- Primary Principal council conference and meetings
- Language, Literacy and Learning Ongoing (L3 OPL)
- Focus On Reading (FoR)
- Quality Literacy (Writing) (Community of schools)
- Reading Disorders in Childhood
- Learning Difference Convention
- Targeting Early Numeracy (TEN)
- A paradigm shift: Proficiency is the new minimum standard
- Anti–Racism Contact Officer (ARCO) training
- Strategic Financial Management for NSW Public Schools

In 2016, both the Principal (rel) and classroom teacher (100% of teaching staff) were maintaining their teacher proficiency with BOSTES. Accredited hours have been logged and evaluated for both teaching staff members throughout the year. Maintenance of accreditation is assessed every five years and requires teachers to participate in a minimum of 100 hours of continuing professional development while maintaining professionally competent teaching practice.

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

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>50 084.67</b>
Global funds	54 498.69
Tied funds	44 168.36
School & community sources	12 643.47
Interest	1 149.45
Trust receipts	1 627.00
Canteen	0.00
Total income	164 171.64
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3 198.67
Excursions	5 292.57
Extracurricular dissections	8 095.65
Library	709.77
Training & development	5 652.73
Tied funds	35 316.83
Short term relief	3 466.00
Administration & office	26 530.26
School-operated canteen	0.00
Utilities	9 890.72
Maintenance	4 456.04
Trust accounts	971.89
Capital programs	2 989.00
Total expenditure	106 570.13
<b>Balance carried forward</b>	<b>57 601.51</b>

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.

In 2016 we had one student sit the NAPLAN test. Our school therefore falls below the data threshold for reporting NAPLAN results in this report.

## Parent/caregiver, student, teacher satisfaction

In 2016, we sought feedback from parents about a number of key areas including the provision of extracurricular activities and preferences of special enrichment projects (Archibull prize, Operation Art and so on). Snapshots of students opinions were also sought for things such as their representative sport choices, student canteen options and expenditure of student raised profits.

Students participated in the TTFM survey, however data falls below the reportable threshold for this report.

In 2016, a school self evaluation was completed which focused on reading programs, student reading interest, and staff capacity to deliver best practice in their reading programs. The full report and results of this self evaluation will be uploaded to the school website.

Our most survey was the School Satisfaction Survey for parents. This survey was designed to gain an overview of parent satisfaction and opinion of our school, its teachers and opportunities for students. 42% of families responded to the survey.

Responses showed the following:

- 100% of respondents agreed or strongly agreed that Staff are easy to approach and were responsive to requests or concerns about student wellbeing or learning
- 100% of respondents agreed or strongly agreed that they felt welcome to attend school events. It was felt that grandparents and community members also felt welcome to come to school events.
- When asked if they would prefer more involvement in the classroom or to have more special events on the school calendar, 100% of respondents said that 'No – The balance of parent involvement is ok as it is'.
- 75% of respondents strongly agreed that students were offered a wide range of extracurricular

programs and activities in 2016.

- When asked if the selection of students for extracurricular activities were fair, 20% strongly agreed, 60% Agreed and 20% Strongly disagreed. This will be an area to further investigate to ensure there is transparency surrounding our selection processes.
- 80% of respondents strongly agreed that EPS has competent teachers who set high standards for achievement. 20% agreed.
- 100% of respondents agreed that student engagement in lessons is high.
- 80% of respondents agreed that EPS is an attractive and well resourced school. 20% strongly agreed.
- 80% of respondents were satisfied or highly satisfied with their overall experience at EPS. 20% said they were somewhat satisfied.

## Policy requirements

### Aboriginal education

Eurongilly Public School proudly observes and acknowledges Aboriginal perspectives within the school community and teaching curriculum. Students are familiar with protocols of the acknowledgement of country and teachers have incorporated lessons about its significance into classroom programs. Students are gaining a meaningful and sensitive appreciation about the unique and ancient culture of Aboriginal peoples.

Our school recognises and supports Aboriginal students to succeed and reach their full learning potential, with personalised learning plans, in class support, and opportunities to explore the cultural, historical and contemporary identity of Aboriginal peoples through integrated units of work.

### Multicultural and anti-racism education

Harmony day celebrates Australia's cultural diversity and is recognised each year at school. Teachers are maintaining a focus on developing student understanding, respect and tolerance of other cultures. Multicultural perspectives were evident in our classroom programs in 2016, with a particular focus on inclusiveness, respect and a sense of belonging for everyone.

In 2016, a staff member undertook training as an Anti-Racism Contact Officer (ARCO). The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. This role involves promoting the values of respect for all races and cultures, and has assisted the school to better support students in learning to identify, understand and address racist behaviour.