

Exeter Public School

Annual Report



2016



1891

Introduction

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

Andrew Barnes

Principal

School contact details

Exeter Public School

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School background

School vision statement

Exeter Public School

We are committed to providing our students with the best possible opportunities in all aspects of school life.

We will achieve this through creating a culture of high expectations and support delivered by high performing staff in an inclusive, safe and nurturing school community.

Our students are the future.

School context

The school serves the small village of Exeter. It is the only school in the village, which has a population of around 400 people. The enrolment of 109 students is drawn mainly from the village and surrounding rural properties.

Our school is child-centred and our aim is to provide the best educational experience for each child to allow them to achieve their full potential in a safe, happy, friendly and stimulating environment. We value our partnership with the local school community and welcome their participation in the school.

Exeter Public School retains its rural and small school character. Our students develop caring and supportive relationships between the various age groups within the school.

Exeter Public School prides itself on its Positive Behaviour for Success values of Respect, Responsibility and Safety in all areas. Students are encouraged to incorporate these values into their educational journey at Exeter Public School.

Students also pride themselves in following the school pledge which is recited every morning at assembly.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, there is a clear demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Our school has been preparing for the implementation of PBS in 2016 and has clearly identified areas of strength and ways in which we can ensure all students are supported in their learning, social and emotional wellbeing. There is a clear commitment throughout the students and staff, to provide students with great opportunities in a welcoming and supportive environment. This is backed up with survey data in the body of evidence. We have strong systems to assess and report on student performance and attitudes towards learning. Using internal and external performance data, we believe our students are achieving at high levels and achieving good value added results.

The results of this process indicated that in the School Excellence Framework domain of Teaching, our teachers are involved in a number of processes to ensure a consistently high standard of teaching practice. Some examples of this are: goal setting, peer observations, the use of data, professional development and the sharing of resources, skills and expertise. All teachers are involved in professional development on a weekly basis. Staff expertise in literacy and numeracy are utilised to share good practice. We have 2 members of staff who coach sporting teams at district and regional levels. We have an excellent collaborative culture within our school, Moss Vale Community of Schools (MVCOS) and the Bong Bong Small School Network (BBSSN). Our classrooms are well resourced and managed by our teachers, as evident in the small number of behaviour notifications each term. With the introduction of visible learning, our teachers in 3–6 give students instant feedback on their learning goals throughout the day, ensuring students have a

clear understanding of how to improve their learning.

The results of this process indicated that in the School Excellence Framework domain of Leading, our school is well positioned to inform and seek feedback from our community. We have strong links with local community groups such as the Exeter Village Association, CWA and Exeter P&C Association. We have undertaken extensive consultation in the form of surveys, focus groups and information sessions to create our school's strategic directions and vision statement. Our school places an emphasis on resourcing school priorities and evaluating the impact of all school routines and events. We have clear structures in place to support beginning teachers. The body of evidence highlights the positive way in which our school is perceived in our local community. We have strong community engagement and seek feedback from our parents and citizens at many levels. All staff can articulate the school's vision and goals, and have a commitment to develop ourselves, schools and students in the MVCOS and BBSSN.

Our self-assessment and the external validation 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

High Quality Teaching and Learning.

Purpose

To support all students to become confident and competent readers, writers, thinkers and problem solvers in the 21st century. This will be achieved through whole school programs and linked to the Quality Teaching Framework.

Overall summary of progress

Our staff were involved in a number processes to ensure high quality teaching and learning at Exeter Public School. These included peer observations, involvement in the community of school Visible Learning project & Writing In The Middle Years training. Our weekly staff meetings involved a combination of these programs as well as sharing resources, teaching strategies and reviewing school scope and sequence documents.

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">• 80% of students will meet the end of stage requirements in Diagnostic Maths Assessment.	76% of students met the end of stage requirements in the Diagnostic Maths Assessment. This is an increase of 16% since November 2015.	Release of staff to prepare maths professional learning sessions– \$1000.
<ul style="list-style-type: none">• Students meet or exceed expected growth levels in writing and number from Year 3– Year 5.	53% of students met or exceeded their growth from Year 3–5 in NAPLAN number. We could not measure the growth from Year 3–5 in writing as the text type was changed for 2016.	Classroom Resources– \$2000 Library Resources– \$3000
<ul style="list-style-type: none">• All teachers have documented professional learning plans that are reviewed regularly and are linked to the school plan.	All staff have detailed plans for professional development. These plans include a combination of whole school goals and individual goals.	

Next Steps

We will continue professional learning in the area of writing through the Writing In The Middle Years course. Staff will continue to implement visible learning strategies during writing lessons to increase the percentage of students achieving or exceeding the expected level of growth from Year 3 to Year 5.

We will continue professional learning and implementation of visible learning in all KLAs through school based professional learning led by our visible learning team. We will be involved in classroom walk-throughs and further extension through the Moss Vale Community of Schools.

Strategic Direction 2

Student Wellbeing

Purpose

To develop school wide practices which enable all students to be highly engaged in schooling and emotionally aware.

To promote effective partnerships with families to develop empathy and understanding of mental health issues.

Overall summary of progress

In 2016 we utilised the NSW DEC Tell Them From Me Survey. We surveyed parents on a range of school wide practices as well as asking for comments on current practices and procedures. The responses were extremely positive and reinforced our thoughts on community satisfaction.

We were very pleased with the increase in student responses in the student Tell Them From Me survey, which is a result of our thorough implementation of PBS in all school settings. Parents are regularly updated with a school PBS focus area through newsletters and school assemblies.

We continued our professional learning in the Kids Matter Framework, increasing our awareness of mental health issues facing young children in our care. This has seen an increase in the amount of time spent supporting students to acknowledge stress and respond accordingly.

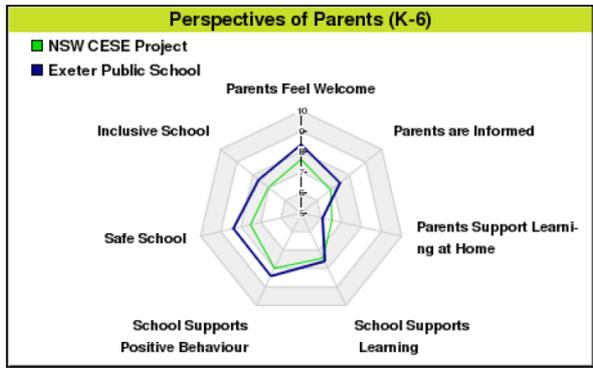
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Number of 'Time Out' incident sin discipline register is less than 20.	In 2016 there were 13 incidents of negative behaviour that were recorded in the discipline register. In 2017 and beyond, we will be looking for a decrease in percentage rather than the number of incidents, as our enrolments are increasing. We are aiming to have less than 10% of our student population having recorded incidents on our discipline register.	
<ul style="list-style-type: none">• 90% of student 'Tell Them From Me' survey responses indicate students feeling accepted and valued by their peers and others at school.	85% of students feel they are accepted and valued by their peers at school. This is a 6% increase from 2015 data.	
<ul style="list-style-type: none">• 100% of parent satisfaction responses remain high (agree or strongly agree).	The Tell Them From Me Parent Survey indicated that our parent group feel welcome (83%). Through informal conversations, parents have indicated that there is a positive feel in the school grounds. Attendance at P&C meetings varies between 10–16 people, including members of the local community.	

Next Steps

We will be looking to increase the scaled score of parents supporting learning at home and the school scheduling information sessions at times that they can attend. We will run repeat workshops both during and after school hours.

As our PBS focus is narrowed down to areas that need addressing, we will aim to have a decrease in the amount of incidents of negative behaviour.



Strategic Direction 3

Community Engagement and Participation

Purpose

To develop community trust and support to ensure our students become successful learners, confident and creative individuals, active and informed citizens and future leaders.

To seek expertise from community members to provide extra curricular opportunities for our students.

To work collaboratively with our Community of Schools to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

Overall summary of progress

The school kitchen/garden has been used by 3 classes this year. The kitchen has also been used by a range of community groups as well as school committees such as Year 6 fundraising, art club, cooking interest groups, PBS initiatives and has been utilised for events such as the 125th Open Day, Grandparent's Day and Education Week Open Day. The kitchen has encouraged the local community to meet and become involved in school events.

All notes have been placed on the school website through the use of School ENEWS.

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">Community and parent involvement with the SAKGP.	Parents have been involved in helping in the kitchen during fundraising days, classroom cooking lessons and community events.	\$1000– kitchen resources.
<ul style="list-style-type: none">100% of classes use kitchen to incorporate KLAs.	3 out of 5 classes used the kitchen for cooking lessons during the year. The kitchen has been utilised by many other school groups during the year.	
<ul style="list-style-type: none">100% of notes to be placed on school website.	All notes have been placed on the school website through the School ENEWS program.	School ENEWS– \$300
<ul style="list-style-type: none">100% of parent– 'Tell Them From Me' surveys indicate positive relationships and involvement from the wider school community.	<p>The Tell Them From Me School Survey indicated that there is a high level of parent satisfaction. (8.3– Parents feel welcome).</p> <p>34% of parents are involved with school committees, which we feel is a good result taking into consideration work commitments and P&C involvement.</p> <p>We had involvement from the Exeter Country Women's Association (CWA), Exeter Village Association (EVA) and local business during our school Sesqui–Centenary Celebrations.</p>	

Next Steps

–Kitchen to be used by all classes with parent support.

–Establish clear protocols for communication with a specific focus on sending notes home in hard copy and ENEWS.

–Involve the local community in planning for the School Plan 2018–2020.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This money was used in conjunction with the flexible funding for low level disability, to provide support for indigenous children as part of our learning support program.	\$955 • Aboriginal background loading (\$955.00)
Low level adjustment for disability	LAST– 0.2FTE (in RAM) SLSO– 4 hours per week (0.12) using flexible funding	\$27314 • Low level adjustment for disability (\$20 404.00) • Low level adjustment for disability (\$6 910.00)
Quality Teaching, Successful Students (QTSS)	This allocation of money was used to employ casual teachers to cover classes for four days, allowing teachers to observe each other and reflect using our observation and reflection sheet.	\$1800
Socio–economic background	This funding has been used to employ a teacher to run the Little Bookworms program. The program runs for 1 hour every Thursday afternoon and is run by our teacher librarian. The program has resulted in a smooth transition for our Kindergarten classes over the 2015 school year. The program is highly valued by our school community and provides a place for parents to meet in welcoming environment, whilst children complete a art/craft activity based on the book being read.	\$6122
Support for beginning teachers	This money was used to provide extra release time for our beginning teacher and teacher mentor. The extra allocation of time allowed time for professional discussion about teaching programs, knowing how children learn and effective assessment strategies.	\$4336

Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	31	31	44	58
Girls	46	43	54	55

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	

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.3	97.4	98
1	94.7	96.4	96.6	96.9
2	96.3	94.6	97.8	96.2
3	93.5	95.3	96.4	96.9
4	96	94.9	92.6	96
5	92.1	93.5	95.6	96.1
6	96.9	95.2	95.1	95.3
All Years	95.1	95.1	96.1	96.6
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

Professional learning and teacher accreditation

All staff were involved in various professional learning during the year. Some of the key programs staff focused on were:

–Writing In The Middle Years

–Kids Matter

–Maths Curriculum

–External Validation

Exeter Public School spent \$9630 on professional learning in 2016, which included the cost of course fees and casual relief teachers. Professional learning was focused on a combination of school priorities and individual goals as outlined in the performance and development framework.

3 members of staff are currently in the maintenance period of their accreditation. Regular meetings were held to discuss progress towards achieving all required teaching standards over the 5 year period.

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

Financial summary

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.03

community groups. Further details concerning the statement can be obtained by contacting the school.

	2016 Actual (\$)
Opening Balance	67 003.46
Revenue	985 830.97
(2a) Appropriation	904 796.18
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	80 068.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	966.32
Expenses	-957 147.60
Recurrent Expenses	-940 193.05
(3a) Employee Related	-831 273.95
(3b) Operating Expenses	-108 919.10
Capital Expenses	-16 954.55
(3c) Employee Related	0.00
(3d) Operating Expenses	-16 954.55
SURPLUS / DEFICIT FOR THE YEAR	28 683.37
Balance Carried Forward	95 686.83

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	832 095.36
Base Per Capita	5 323.86
Base Location	3 260.75
Other Base	823 510.74
Equity Total	33 557.17
Equity Aboriginal	954.57
Equity Socio economic	3 549.07
Equity Language	0.00
Equity Disability	29 053.53
Targeted Total	0.00
Other Total	31 530.88
Grand Total	897 183.40

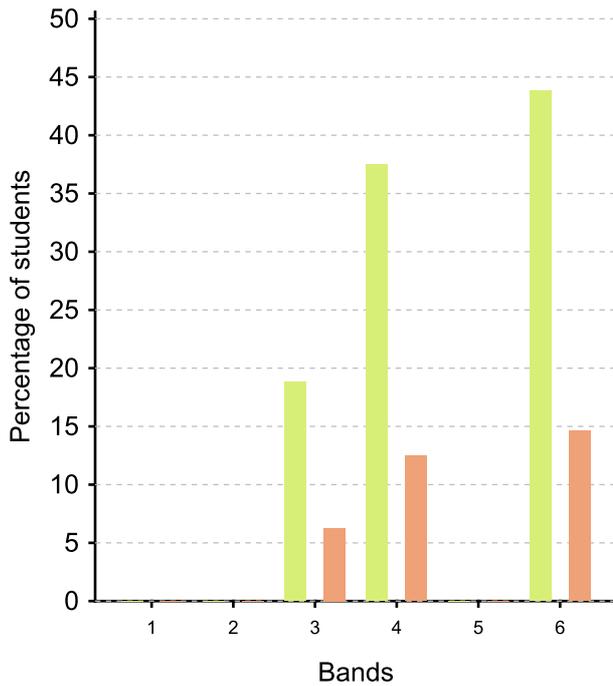
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

School performance

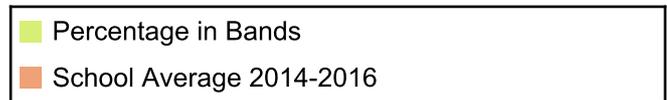
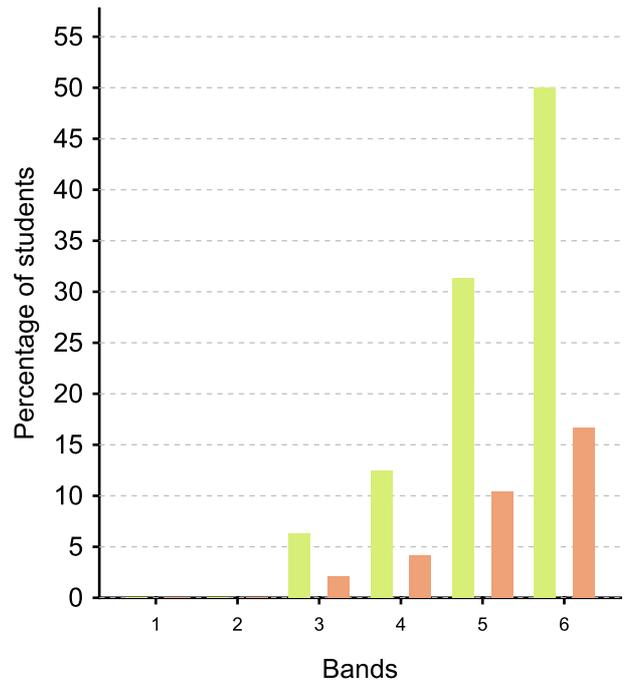
NAPLAN

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.

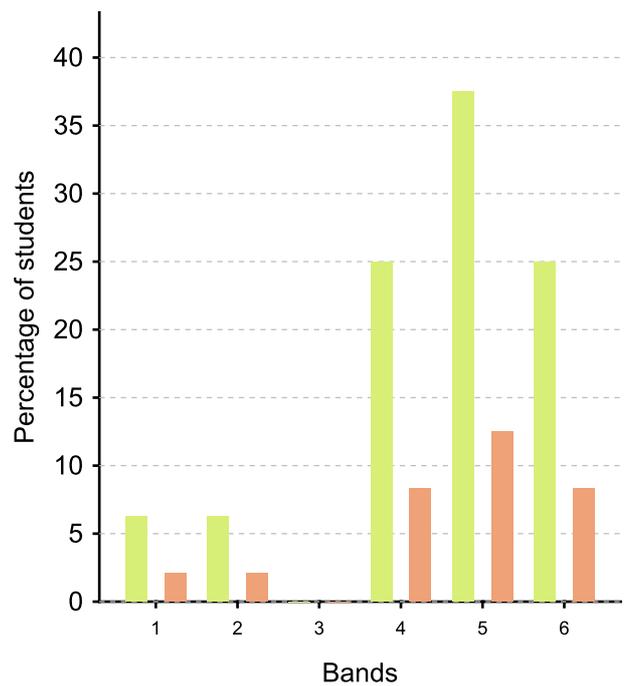
Percentage in bands:
Year 3 Grammar & Punctuation



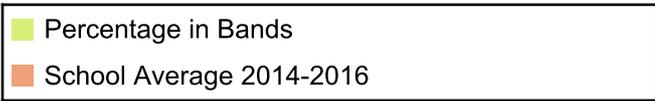
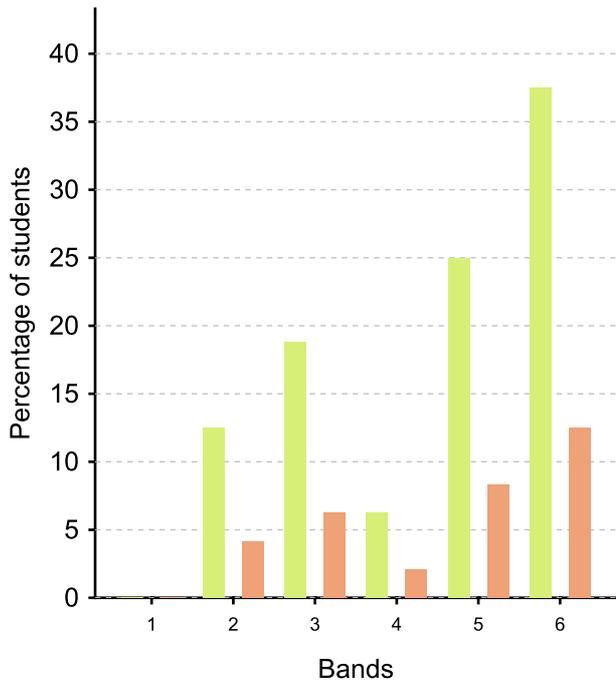
Percentage in bands:
Year 3 Reading



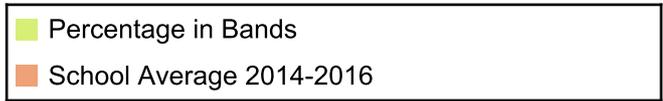
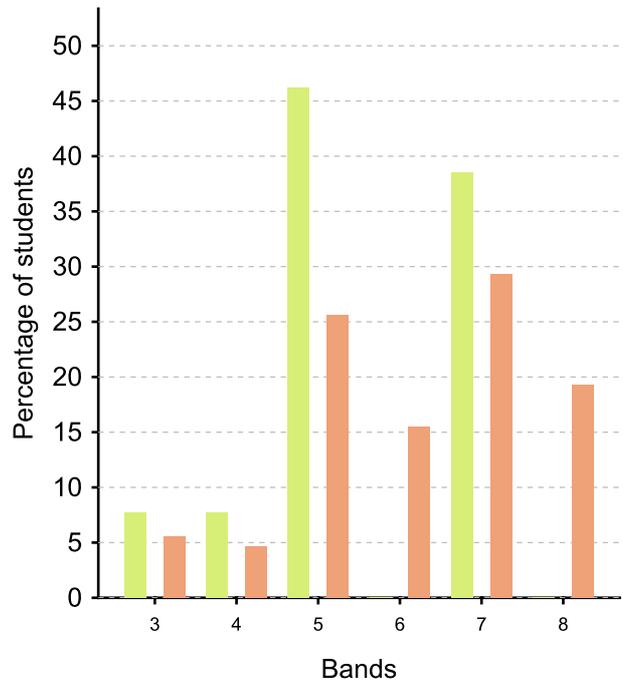
Percentage in bands:
Year 3 Spelling



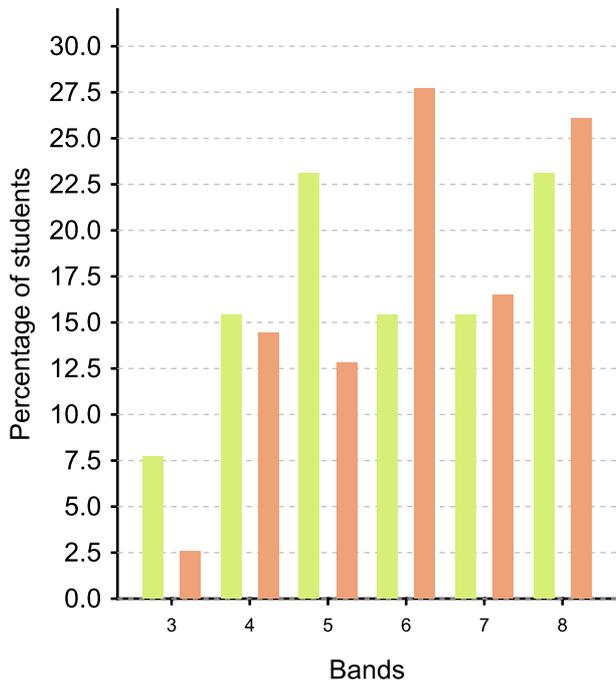
Percentage in bands:
Year 3 Writing



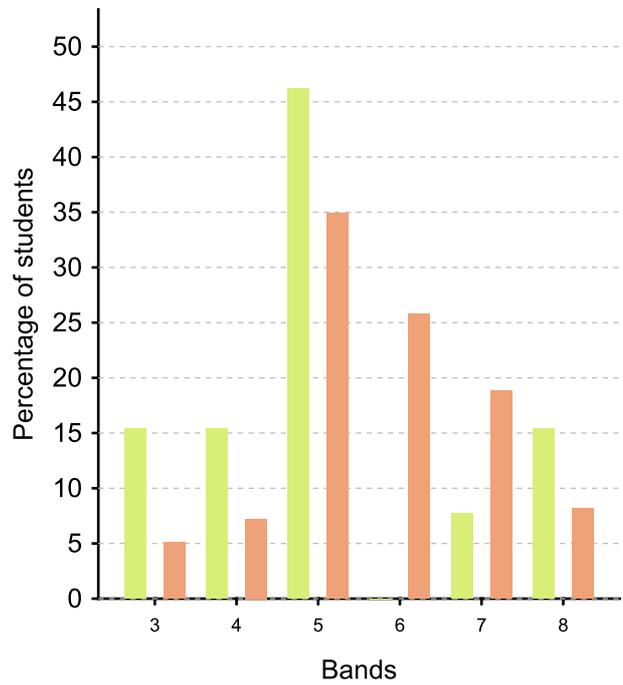
Percentage in bands:
Year 5 Reading



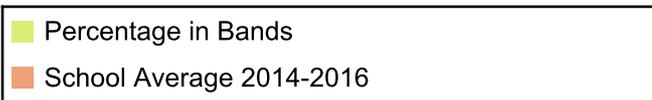
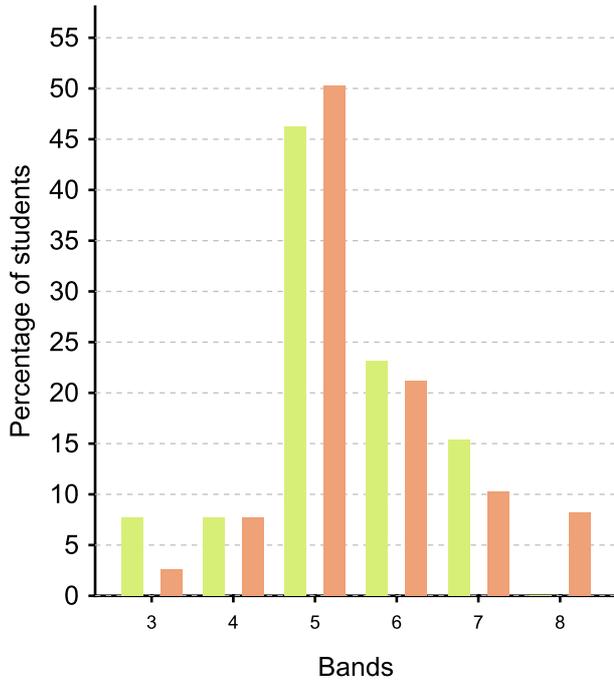
Percentage in bands:
Year 5 Grammar & Punctuation



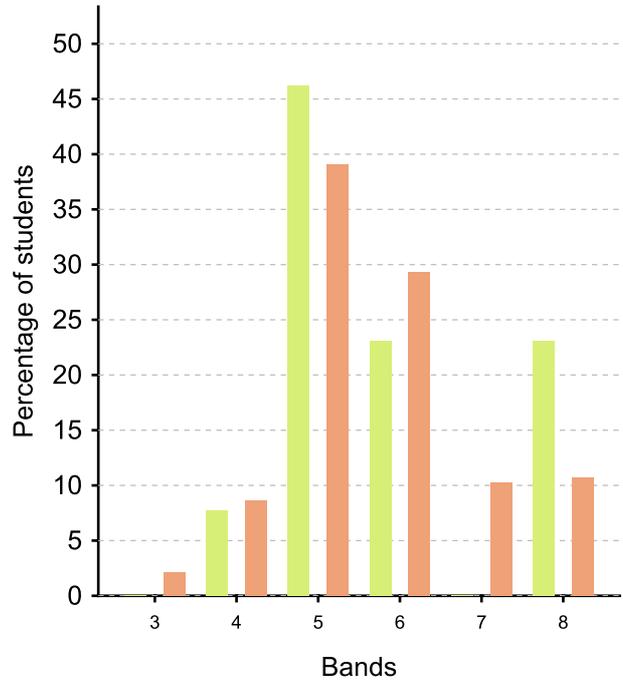
Percentage in bands:
Year 5 Spelling



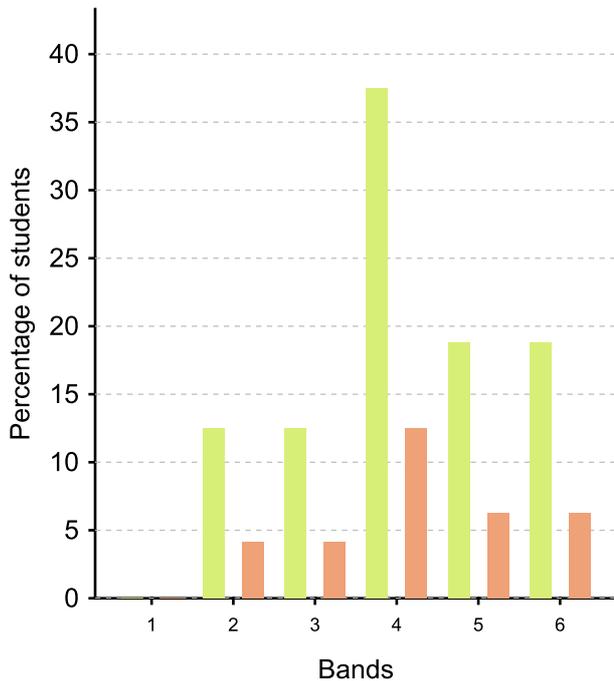
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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.

Policy requirements

Aboriginal education

There are two student currently enrolled in the school that identify as Indigenous. Aboriginal education was implemented as part of the school's Human Society and Its Environment (HSIE) curriculum. This ensured that all students developed an awareness of Aboriginal culture. To enhance these understandings the school also participated in:

- A continuation of 'Acknowledgement of Country' for major assemblies;
- Aboriginal Cultural Day as part of the Bong Bong Learning Community at Glenquarry Public School.

Multicultural and anti-racism education

Multicultural perspectives are delivered through all key learning areas across class programs and in particular HSIE and Technology. Units such as Celebrations, Identity and Values, Global Connections, People and their Beliefs and Living in Communities all promote the values, history and traditions of the many cultures found in Australia.