

Falls Creek Public School Annual Report



2016



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Introduction

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

Jacqui Cavill

Relieving Principal

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Message from the Principal

In 2016, the school principal, Nicole Humphreys took a relieving position as principal in a larger school and was replaced by Deb Sansom. Deb was successful in attaining a permanent principal position at the end of 2016. The dedicated and committed staff continued to maintain the school vision and raise student and parent expectations.

The school connected with the community throughout the year by hosting a community based preschool, conducting a "Green and Clean" project to initiate sustainable practices including gardening, recycling, composting and a worm farm. Stage three students learnt carpentry skills by working with the local Men's Shed and students in years three to six participated in "Circus Skills" workshops.

Our school continued successful participation in the FISST small schools network sporting events, including swimming, athletics and district carnivals.

School background

School vision statement

Falls Creek Public School expects their students to be creative and confident lifelong independent learners, who are active and informed citizens within the wider community and have a sense of their own future. We want students to become global citizens, aware of the ever changing society that can provide them with endless opportunities. Students of Falls Creek Public School are expected to develop their whole self, form strong friendships and to be resilient so that they can deal with anything that life throws at them. They will have a strong set of moral values and will treat those around them with respect and dignity and be accepting of everyone's differences.

School context

Falls Creek Public School's motto is 'Learning Together'. The teachers strive to encourage students to achieve their very best in a safe, positive and caring environment. We do this by providing high quality educational programs that meet the individual needs of all students and ensure students are given opportunities to excel in all areas of their development. We have a strong partnership with parents and the wider school community. Parents are encouraged to visit the school and to be involved in school events and in learning activities in the classroom.

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. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. Our on-balance judgement places Falls Creek Public School as "Delivering" in all three domains.

Our strengths in Learning include: positive, respectful relationships, regularly monitored attendance and explicit teaching of expectations of behaviour. Our area for improvement in learning is to develop an integrated approach to quality teaching and learning, and assessment that meets the learning needs of all students.

Our strengths in Teaching include: regular review of teaching and learning programs, identifying and utilising staff expertise and connecting professional learning to school priorities. Our area for improvement in Teaching is to use school-wide assessment data to identify student progress and inform future directions.

Our strengths in Leading include: parents, carers and community have a wide range of opportunities to engage in school activities, are welcome and engaged in school planning and the financial and physical resources are well maintained within the constraints of the budget. Our area for improvement in Leading is to improve professional effectiveness through school improvement in management systems, structures and processes.

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

Curriculum

Purpose

Differentiated curriculum ensures that the learning of all students is met at both a group and individual level.

The school community will ensure that student learning is central to all we do and there will be a strong focus on the needs and outcomes of all individual students.

Overall summary of progress

All teachers regularly use PLAN data to individually monitor the learning progression of each student in both literacy and numeracy. Each class incorporates group and individual instruction for students in order to meet the needs and outcomes of all individual students.

Teachers worked collaboratively with other small schools to develop scope and sequences for new syllabus documents in science, geography and history and incorporated them into teaching programs.

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">All teaching and learning programs will list a variety of teaching and learning tools and technologies.	All teaching and learning programs were reviewed and evaluated with some progress being made towards improvement.	
<ul style="list-style-type: none">Teaching programs will clearly articulate individualisation to meet the learning needs of students.	All students were plotted on all aspects of the learning continuums (PLAN) and regular professional dialogue on student progress occurs.	Casual Salaries (\$2 60.18)
<ul style="list-style-type: none">All Aboriginal students will have PLPS developed each year, as per DEC policy.	PLPs for Aboriginal students were completed and communicated with parents and carers.	

Next Steps

- All teaching and learning programs will explicitly show new curriculum requirements and the Quality Teaching Framework and IT is embedded across all Key Learning Areas
- PLAN data will be used to inform teaching and learning and differentiated learning will be evident in all teaching programs
- Individual learning goals for all students will form the basis of ongoing three-way communication between student, parent and teacher and provide the foundation for PLPs for Aboriginal students

Strategic Direction 2

Professional Learning

Purpose

Professional Learning will be focused on developing teacher knowledge and improving classroom practice to provide students with a differentiated curriculum that meets group and individual needs.

Staff will be involved in group and individual learning around embedding new curriculum documents and expanding on 21st century learning and teacher's embracing a wide range of teaching and learning strategies.

Overall summary of progress

All teachers engaged in professional learning to improve knowledge of planning and programing differentiated learning to meet individual student learning needs.

Teachers implemented new syllabus documents incorporating a wide range of teaching strategies so that classroom practice reflected professional learning to improve student engagement in learning.

All teachers engaged with the DE Professional Development Framework to plan their own professional development, observe others and improve their performance matched to the Professional Standards for teachers.

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">Teacher knowledge gained from professional leaning is reflected in T&L programs that meet the individual needs of students	Teachers are aware of individual student needs and are responding by developing differentiated learning programs for target students.	Lit/Num (\$1 674.06) Casual Salaries (\$2 608.18)
<ul style="list-style-type: none">All teachers are maintaining current accreditation levels	Teachers gained improved knowledge and understanding of the PDF and the professional standards for proficiency.	

Next Steps

- Teachers will engage in further professional learning using latest research on learning to differentiate learning for all students.
- All teachers will have a thorough knowledge of the accreditation process and achieve or maintain accreditation at the proficient level.

Strategic Direction 3

School Well-being

Purpose

School well-being will focus on changing the culture of learning within the school. Students will be involved in setting goals around their own learning and development and will be engaged in the classroom.

Parents will have a better understanding of what their children are learning and will have stronger relationships with the school and their child's learning.

Overall summary of progress

An external coach conducted the Positive Behaviour for Learning School Evaluation Tool (SET) to evaluate implementation of PBL and provide guidelines for future directions, including more explicit instruction of each value.

Parents became more aware of the PBL values and demonstrated an improved willingness to participate in school life with a focus on learning.

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">• PBL values are embedded in the playground and classrooms.	PBL values were reviewed and progress made towards explicitly communicating these values to the whole school community.	Professional Learning (\$5 765.23)
<ul style="list-style-type: none">• All students will have learning goals and can articulate what these are.	Staff engaged in professional development around learning goals and are working towards implementation in classrooms.	
<ul style="list-style-type: none">• Increased involvement of parents and community members in school events and activities.	Positive, respectful relationships with parents and carers were established and resulted in greater parent/carer engagement in school life and participation in school events (80% increase).	Community Engagement (\$2950.73)

Next Steps

- Further development and progress on explicitly teaching and communicating the school values, updating lesson plans, posters, school processes and the PBL manual.
- Implement the use of lesson learning intentions and move towards establishing individual student learning goals for all students.
- Continue to foster positive, respectful relationships with parents and the community to promote student wellbeing and enhance a productive learning environment.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Employment of an Aboriginal School Learning Support Officer, supporting all Aboriginal students to appropriately engage in learning and school activities.</p> <p>Targeted support/tutoring for Aboriginal students that did not achieve minimum standards in NAPLAN.</p>	<p>Funds expended \$25822.94</p> <p>Norta Norta \$2 390</p>
English language proficiency	<p>Additional in class literacy support for EALD students, welcome to parents and engagement in school activities encouraged.</p>	<p>Funds expended \$684</p>
Low level adjustment for disability	<p>Employment of a School Learning Support Officer to support students experiencing difficulty in accessing and achieving curriculum outcomes.</p> <p>Speech assistance and reading support were given to target students.</p>	<p>Funds expended \$7987</p>
Socio-economic background	<p>Planned expenditure was used to provide student assistance for families experiencing financial difficulty so that all students could participate fully in school life. Subsidies were used for school uniforms, text books, excursions, bus hire and student well-being.</p>	<p>Funds expended \$28309</p> <p>Student Welfare \$1 900.55</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	35	33	31	30
Girls	28	20	21	19

Misinformation in the community about school closure led to a decline in student enrolments. Community engagement and school involvement has been a focus for 2016. The school increased modes of communication by using Facebook and Skoolbag apps to connect better with parents and carers.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	93.8	93.7	95.6
1	91.1	88.7	96.4	90.3
2	92.9	93.2	90.5	90.7
3	92.6	91.3	97	90.6
4	94	92.8	93.9	94.4
5	93.3	93.4	95.1	94.4
6	92.9	94.8	94	94.3
All Years	93.3	92.4	94.4	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

All classroom teachers monitor student absences and made contact with parents after three consecutive absences. Requests for an explanation of absence were made upon a student's return. Any concerns regarding student attendance are discussed with parents, the principal and the home school liaison officer when appropriate.

Structure of classes

A decline in school enrolments in 2016 changed the school structure so that only two classes were able to be formed in 2016, one K–2 class and one 3–6 class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.02

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. Falls Creek Public School has two Aboriginal non-teaching staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Professional learning for all staff was a significant focus in 2016, particularly with the introduction of the new finance and management system (LMBR). Teachers also, participated in professional learning focused on improving teacher quality through the Performance and Development Framework and in improving literacy and numeracy outcomes.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. Further details can be obtained by contacting the school. Falls Creek Public School was well supported by parents, carers and the community through voluntary school contributions, hire of facilities, donations and P&C support.

Income	\$
Balance brought forward	60 432.25
Global funds	67 670.47
Tied funds	67 717.48
School & community sources	7 621.75
Interest	1 307.38
Trust receipts	1 636.90
Canteen	0.00
Total income	206 386.23
Expenditure	
Teaching & learning	
Key learning areas	4 862.11
Excursions	0.00
Extracurricular dissections	10 408.12
Library	3 478.12
Training & development	5 336.82
Tied funds	46 740.32
Short term relief	12 535.98
Administration & office	15 316.74
School-operated canteen	0.00
Utilities	7 017.08
Maintenance	5 323.58
Trust accounts	2 047.47
Capital programs	0.00
Total expenditure	113 066.34
Balance carried forward	93 319.89

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	97 461.10
(2a) Appropriation	93 319.89
(2b) Sale of Goods and Services	1 064.51
(2c) Grants and Contributions	3 022.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	53.75
Expenses	-47 287.27
Recurrent Expenses	-47 287.27
(3a) Employee Related	-37 249.37
(3b) Operating Expenses	-10 037.90
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	50 173.83
Balance Carried Forward	50 173.83

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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	414 329.98
Base Per Capita	2 757.93
Base Location	1 960.00
Other Base	409 612.05
Equity Total	70 750.09
Equity Aboriginal	16 615.71
Equity Socio economic	25 058.88
Equity Language	684.33
Equity Disability	28 391.18
Targeted Total	8 619.99
Other Total	3 410.42
Grand Total	497 110.49

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

School performance

NAPLAN

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

The reporting of information must be consistent with privacy and personal information policies. Some information for our school cannot be displayed for privacy reasons or because there is an insufficient proportion of data records.

Year 3 literacy results show strength in Reading and Grammar and Punctuation (66% in top two bands). Writing and Spelling are areas for improvement (33% in top two bands).

Year 5 Literacy results show strength in Reading (82% in band 6 and above), Spelling (66% in band 6 and above and no students below band 5), and Grammar and Punctuation (65% in band 6 and above). Writing is an area for improvement (49% in band 6 and above, although, no students were below band 5).

Year 3 Numeracy results show that all students are in bands three and four and with a decrease of 14% students in the top two bands, numeracy is an area for improvement in 2017.

Year 5 Numeracy results show that no students were below band five, with 66% in band 6 and above (a 41% increase from 2015).

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.

Year 5 students are substantially above students in like schools and above the Australian schools' average in Writing, Spelling, Grammar and Punctuation and Numeracy.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy.

Year 3 showed an increase of 66% in the top two bands of Reading and a decrease of 14% in the top two bands of Numeracy. Year 5 showed an increase of 38% in the top two bands of Reading and an increase of 41% in the top two bands in Numeracy.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. There were no Aboriginal students in Year 3 in 2016. In Year 5, Aboriginal students are well above the State Aboriginal results in Reading, Writing and Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the general operation and culture of the school. Overall, it was commonly agreed that Falls Creek Public School is a nice place to work and learn. Students, parents and staff believe that the school's strength is in being a small caring community that is committed to working together to improve student learning and wellbeing.

In general, parents believe that the school is welcoming and inviting and they feel comfortable attending special events and offering to help out where possible. Open communication and shared problem solving are valued by both parents and staff at Falls Creek Public School. Some parents suggested that all students needed to experience extra-curricula activities and would like to see out of school excursions and sporting events for infants students. One parent suggested that the school needed to build it's profile into the wider community as a means to promote future school enrollments.

There is an overwhelming belief that the school is well-resourced, including technology, and holds high

expectations in all curriculum areas. Staff, parents and students agreed that the appearance of the school and tidy storage of resources needed further improvement. Staff felt valued for their work contributions and believed that all staff were united in their approach to teaching, learning and student wellbeing. One identified area for improvement was redefining the school values– safety, respect, responsibility and to improve a focus on learning by adding the value of achievement.

Most students felt strongly connected to school and believe that they are treated with care and respect. They enjoy participating in school events and the small schools sports teams. Some students expressed the belief that things were sometimes unfair in regards to the impact of student behaviour on learning. Students knew the values of the school and believed that most students tried their best to be respectful, responsible and safe whilst achieving their learning goals.

Overall, the school community is happy and content with the delivery of Educational service at Falls Creek Public School.

Policy requirements

Aboriginal education

The school community at Falls Creek Public School acknowledge the traditional owners of the land beneath the school and pay our respects at every assembly and meeting. In 2016, Aboriginal music was incorporated into the National Anthem and all Aboriginal students helped create an Aboriginal artwork with the Aboriginal school . learning support officer. The SLSO also introduced words from the local language group to all students. All classrooms participated in reading and viewing dreamtime stories and associated activities throughout the year.

Multicultural and anti-racism education

Falls Creek Public School is an inclusive school and promotes the multicultural nature of the Australian population. All students were involved in viewing and responding to narratives, songs and artworks from around the world, developing cultural awareness of the world outside of Falls Creek. Social wellbeing activities (resilience, anti-bullying, anti-racism), procedures, explicit lessons and a focus on the school values continued throughout 2016.

Other school programs

Community Involvement was a focus throughout 2016, parents, carers and the wider community were approached and encouraged to join with the staff and students in the learning journey and school improvement. Community consultation was initiated, school assemblies formalised and regular invitations sent home for school events, performances and a working bee. Parent involvement increased dramatically throughout the year and a strong sense of community was formed.

In 2016, Stage 3 students participated in weekly carpentry and design with the Sanctuary Point Men's Shed. Students learnt about using tools safely and worked collaboratively to design and make wooden stilts. The stilts were used along with other resources during Circus Skills activities. One day each week for four weeks, Stage 2 and 3 students were involved in circus training. They developed circus skills, prepared costumes and music in order to present a circus performance for the whole school.