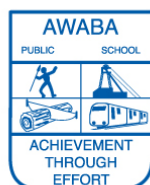


# Awaba Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Awaba** 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.

Alison Tiplady

Principal

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## School background

### School vision statement

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

### School context

Awaba Public School's aim is to ensure success for everyone. Our school motto is "Achievement Through Effort". We promote this through quality Teaching and Learning programs, a safe and trusting learning environment and a close, supportive community. It is a unique setting that supports students through their learning journey in the same class for up to four years. The school is well resourced and is situated on the western fringe of Lake Macquarie. Awaba school has 36 students, 1 of which is Aboriginal. Our school enjoys an ethos of high expectations where students and staff are supported by a high level of community involvement. The P&C are extremely active and have been an integral part of promotional activities and school grounds improvements. We have two mainstream classes in which the multi age setting provides its own remediation and extension. Students guide and nurture each other to achieve personal goals. 20% of students are currently working on Individual Education Programs (IEP) and are supported by modified classroom programs and targeted, individual support. The staff are experienced, supportive, accepting of change and committed to the collaborative school vision.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching, and Leading.

In the domain of Learning, targets focussed on 'Wellbeing' and 'Learning Culture'. A rigorous review of the Student Wellbeing and Discipline Policy was conducted in consultation with the P&C. It included positive reward provisions, social skills instruction and "My Rights/My Responsibilities". The school and community created an effective environment for learning, by implementing the social skills program, "Skills Streaming" and students recognised and rewarded peers' success. The students and community were supportive of the new inclusions and programs are set to continue in 2018. Expectations of students' behaviour were explicitly taught in class groups and as a whole school group. The "Skills Streaming" program was embedded further by allowing student leaders to perform role plays of "How To Do It" and "How Not To Do It". This resulted in the school and the community sharing the same language around behaviour and social interactions.

In the domain of Teaching, teachers focused on 'Effective Classroom Practice' and 'Data Skills and Use'. All students, including those working on Personal Education Plans, set individual goals and teaching and learning programs were differentiated to meet needs. The Academic Report format was changed to accommodate a more comprehensive outline of what students should achieve by the end of their stage level. Students, parents/carers and teachers attended 3-Way conferencing and review meetings. Students working on Individual Education Plans reached goals of achieving equal to or greater than 80% of their targets. Students were supported by the Learning and Support Teacher, which was sourced from government allocation, Socio-economic Funding and Literacy and Numeracy funding. Teachers maintained a timetable of data collection to successfully cater to student needs.

In the domain of Leading, the leadership team concentrated on 'Leadership' and 'School Resources'. All teachers took part in professional learning to ensure that the implementation of syllabuses and associated assessment and reporting processes met NESA and the Department of Education requirements, forming a sound basis for student learning. This resulted in high-quality programs and led to the development of whole school programming protocols. Teachers designed and implemented a programming checklist, critical peer feedback and observations and a student adjustments recording proforma, to streamline an integrated approach. Teachers shared a common goal in their Professional Development Plans to make this a school-wide initiative and maximise student learning. School staffing was organised and managed to ensure an effective learning environment. The leadership team allocated staff resources to support the achievement of the school's strategic priorities through the employment of an additional teacher for four days a week. This resulted in a comprehensive support plan and achievement of student learning outcomes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Delivering consistently high quality educational practices.

### Purpose

To deliver an equitable, reliable and challenging learning environment across our school, based on quality, consistent and high level professional practice for teachers, which is personalised and differentiated for all students.

### Overall summary of progress

Data collection was integral in the planning of student learning experiences to provide individual support for needs, inclusive of culture, personal learning difficulties, ability and effective allocation of school resources. Staff collaborated to create innovative and explicit learning programs, which allowed students to work across classroom barriers, with peers, at their individual level. The results demonstrate outstanding student growth and success. Classroom timetables were aligned to allow students to attend groups appropriate to their development. School organisation allowed teachers to deliver targeted programs with support from the Learning and Support Teacher and Student Learning Support Officer, resulting in maximised learning for students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>To increase the number of students achieving at or beyond expected stage standard by the end of 2017.</li></ul>	RAM initiative funds \$15, 540 \$12,200 – Equity Loadings	<ul style="list-style-type: none"><li>Staffing provision and school organisation, due to combined funding initiatives, allowed students to receive support in a multi-faceted way, which catered for students progress towards achieving stage standard and beyond.</li><li>Students achieving in the top two bands in Year 5 Numeracy have increased steadily since 2011 with a 12% rise overall.</li><li>Students achieving in the top two bands in Year 5 Reading have increased by 37% to 57.14% over three years, since a plateau in 2013 and 2104 of 20%.</li></ul>
<ul style="list-style-type: none"><li>School based assessment data will demonstrate student movement along the continuums in Literacy and Numeracy.</li></ul>	\$1,200 – professional development	<ul style="list-style-type: none"><li>Learning and Support Team mapped student progress along continuums, which resulted in all students achieving personal growth in Literacy and Numeracy.</li></ul>

### Next Steps

In 2018, staff will continue to use the continuums as a student tracker and further as a planning tool. Students will be more involved in goal setting from these measures. Continue to set, manage, monitor and review student goals in line with the syllabus and continuum. Maintain effective Professional Development Plans for all teaching staff, which reflects the needs of the students, the School Plan, and in line with the 'Professional Development Framework' and 'Australian Professional Standards for Teachers'.





## Strategic Direction 2

Supporting individual learning for all in a secure, engaging and supportive way.

### Purpose

To design and implement a learning provision which is personalised for each student in a way, which is purposeful and engaging, as well as differentiated, to ensure it is directly related to each student's stage of learning development.

### Overall summary of progress

3-Way Conferencing continued in the Semester 1 reporting cycle. It was enthusiastically supported by the school community as a powerful tool for creating a culture of students who have an understanding of their learning goals, who can verbalise meaningful reflection and use honest and consistent judgment.

Aboriginal students identify Personal Learning Pathways to support learning goals. In 2017, students took part in activities around inclusion and the sharing of Aboriginal culture. This was successful in involving the whole school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Students working on Individual Education Programs (IEPs) will demonstrate achievement of equal to or greater than 80% of set targets.</li></ul>	\$20,315 – Staffing component of Equity Loadings	<ul style="list-style-type: none"><li>High-quality teaching and learning practices were demonstrated and supported across the school through programs, assessments and achievement of professional teaching standards.</li><li>After the final review by the learning and support team and the 3-Way Conferencing, results showed that all students working on IEPs reached the goal of achieving equal to or greater than 80% of their targets.</li></ul>
<ul style="list-style-type: none"><li>Students demonstrate growth towards personal learning goals.</li></ul>	\$1,676 – Aboriginal Background Funding	<ul style="list-style-type: none"><li>All students demonstrated growth towards personal learning goals and parents and carers were involved with conferencing and review meetings.</li></ul>

### Next Steps

Continue the school staffing structure, utilising Equity Funding, to provide comprehensive support for learning outcomes. Involve Aboriginal students and their parents in the design of Personal Learning Pathways that support innovative and dynamic ideas for cultural inclusion. Continue with 3-Way Conferencing in order to strengthen communication between home and school to ensure student success.



### Strategic Direction 3

Promoting a positive learning culture through strong, sustainable and respectful partnerships.

#### Purpose

To maintain and enrich positive, compassionate and trusting relationships, which identify needs to support an inclusive, vibrant school culture, which is flexible and dynamic.

#### Overall summary of progress

Teachers continued their commitment to sustaining links with communities of small schools. The impact for our school was the richness of experiences and opportunities for our staff and students in a small school setting. The implementation of the social skills program "Skills Streaming", had a clear impact on student wellbeing and behaviour data. Practical lessons delivered to the whole school, posters in the school to advertise the skill, student positive rewards of peers and classroom lessons have created a shared common language in the school community and maintained respectful partnerships.

The P&C has been extremely active in supporting promotional activities, which include social activities for the children. As a result, our school enjoys a positive learning culture and we have received consistent inquiries for enrolment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>To increase the level of shared learning and school involvement in a Small School's Alliance.</li></ul>		<ul style="list-style-type: none"><li>Staff and students continued to share in a small school alliance with increased support in professional learning and sporting events.</li></ul>
<ul style="list-style-type: none"><li>To maintain and increase student numbers through systematic school promotional activities.</li></ul>		<ul style="list-style-type: none"><li>Awaba hosted Newcastle Cross Country in the school grounds in May with the P&amp;C providing refreshments and students serving in uniform. Positive feedback was recorded.</li><li>Staff, students and the P&amp;C promoted the school and raised funds at a Bunnings Barbecue. Awaba Public School also entered a Christmas sculpture competition which was successful in winning vouchers for the school garden.</li><li>In December, the school hosted the Christmas concert in the school grounds, which was an overwhelming success.</li></ul>
<ul style="list-style-type: none"><li>To increase the use of a common vocabulary and skills development pertaining to Awaba Public School's Positive Welfare Program through a baseline and final survey.</li></ul>		<ul style="list-style-type: none"><li>Student and parent final surveys demonstrate knowledge of vocabulary around student welfare has increased in the areas of Listening by 23%, Following Instructions by 30% and Using Self-Control by 20%.</li></ul>

#### Next Steps

Design and implement a shared timetable of sporting events responsibilities between a small school alliance. Build and take part in the small school principal professional learning sessions. Staff to share in professional learning across the small school alliance. Continue to implement "Skills Streaming" across the whole school and advertise the skills in the newsletters and on the website. Make a new school promotional flyer and do a letter drop. Make the Christmas Concert a community event in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,676 LAST teaching time	<ul style="list-style-type: none"> <li>Individual instruction with the Learning Support Teacher and classroom targeted programs resulted in achievement of 100% of PLP targets.</li> <li>Staff attended combined Staff Development Day with Toronto Learning Community of schools on High Expectations/ Challenging Stereotypes.</li> <li>Awaba students entered the Smart Art Inclusion competition, giving the students a sense of recognition and pride in their inclusive project.</li> <li>Our students' leadership and participation allowed them to be included in the Macquarie Shores Swim Centre cultural mural along with the Toronto Learning Community of schools.</li> </ul>
<b>Low level adjustment for disability</b>	\$12,740 Teaching time	<ul style="list-style-type: none"> <li>This funding was utilised by combining it with QTSS and Socio-economic funding to provide successful and comprehensive support for students with identified learning needs.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2,438 Teaching time	<ul style="list-style-type: none"> <li>By combining this allocation with Low level adjustment for disability and Socio-economic background, we supported students individually to achieve IEP goals.</li> </ul>
<b>Socio-economic background</b>	\$19,775	<ul style="list-style-type: none"> <li>Funding in this area, encompassing funding from multiple areas, provided support from the Learning and Support Teacher in classroom learning programs, small group instruction and individual targeted lessons for student deficits identified through NAPLAN data analysis. and school based data. Students working on IEPs and students with undiagnosed and diagnosed learning difficulties also benefitted from this key funding area with significant student growth recorded.</li> </ul>
<b>Support for beginning teachers</b>	\$0	The funds for this initiative were completed in 2016.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	15	22	19
Girls	14	13	14	16

Awaba Public School has welcomed annual positive growth in enrolment numbers each year since 2014.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	89.9	88.9	95.3
1	94.9	97.8	94.6	94
2	94.8	97.5	96.4	94.1
3	94.9	92.7	91.7	98.3
4	97.1	95.5	98.7	93.9
5	96.5	95.2	97.8	95.5
6	94.6	97.3	92.8	
All Years	95.4	95	93.4	95.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	
All Years	94.8	94	94	94

### Management of non-attendance

Awaba Public School follows a strict attendance policy where students' parents and carers are contacted by phone or text after the second day of student absence. Absentee notes are distributed after the 5th day of an unexplained absence. Attendance requirements are published throughout the year in the newsletter. All students are expected to be at school every day, unless due to absence from illness.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

There is no Aboriginal staff at Awaba Public School.

### 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	0

### Professional learning and teacher accreditation

Staff Development Days in 2017 accomplished mandatory requirements such as Child Protection Updates, Asthma Training, Anaphylaxis Face to face training, CPR and school improvement initiatives. This resulted in staff attaining compliance and identifying common goals to work towards to maximise student learning outcomes. Funds spent on Professional Learning total \$2,600. Awaba Public School had one teacher maintaining accreditation at Proficient in the Australian Professional Standards for Teachers.

Teachers participated in school-based professional learning which successfully overhauled the Academic Report to parents, to include outcomes, for parents' knowledge, at each stage level. Staff also agreed to

include a common goal in their Personal Development Plans, which saw the development of a whole school programming protocol and checklist, to ensure teaching and learning programs meet the requirements of NESA and The Department of Education.

Staff also took part in numerous training opportunities including and not limited to: Principal Network Meetings, Small School Alliance Meetings, Learning and Support modules, WHS modules, Stronger Smarter follow up training, Financial Adobe Connect modules for budgeting and financial report reading, Debating workshops, SASS annual conference, Jolly Phonics Training and Learning And Support Teacher induction training and staff meetings dedicated to teaching and learning.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	28,863
<b>Revenue</b>	528,581
Appropriation	516,040
Sale of Goods and Services	1,008
Grants and Contributions	11,293
Gain and Loss	0
Other Revenue	0
Investment Income	240
<b>Expenses</b>	-503,715
Recurrent Expenses	-503,715
Employee Related	-474,269
Operating Expenses	-29,446
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	24,866
<b>Balance Carried Forward</b>	53,729

The principal along, with the Senior Administration Manager, seek professional advice and development for the management of the SAP/SALM financial systems.

The grants and contributions obtained in 2017 were obtained from the Premier's Sporting Challenge, sporting travel and instruction grants and community donations.

Due to the employment of a temporary teacher the school was not in a position where casual teachers were needed for sick leave or professional development requirements. Classes were covered by the Teaching Principal or remaining teachers and therefore funds were saved.

The intended use of the surplus in 2018 is to complete the purchase of a new school sign and organise tree maintenance.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	413,583
Base Per Capita	5,502
Base Location	0
Other Base	408,081
<b>Equity Total</b>	34,191
Equity Aboriginal	1,676
Equity Socio economic	19,775
Equity Language	0
Equity Disability	12,740
<b>Targeted Total</b>	61,934
<b>Other Total</b>	2,709
<b>Grand Total</b>	512,418

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy data is analysed to set personal goals for students in Reading, Writing, Spelling and Grammar. Support is provided by the Learning and Support Teacher, the classroom teacher and consulted with parents and carers.

Numeracy data is analysed to set personal goals for Numeracy. Support is provided by the Learning and Support Teacher, the classroom teacher and consulted with parents and carers.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The percentage of Year 3 Literacy – Reading results in the two top bands have increased from 37.5% in 2016 to 60% in 2017.

The percentage of Year 3 Numeracy results in the two top bands have increased from 25% in 2016 to 80% in 2017.

The percentage of Year 5 Literacy – Reading results in the two top bands have increased from 20% in 2013 and 2014 to 57.14% over the three years of 2015, 16 and 17.

The percentage of Year 5 Numeracy results in the two top bands have increased from 16.67% in 2011 to 20% in 2014, and then to 28.57% over the three years to 2017.



## Parent/caregiver, student, teacher satisfaction

In 2017 parents were given the opportunity to take part in two surveys. The "Tell Them From Me" survey and a school-based satisfaction survey. The "Tell Them From Me Survey" included seven separate measures, which were scored on a ten-point scale and compared to other NSW Government schools in August and September. The results of each area are as follows:

Parents Feel Welcome – 8.3 for Awaba as compared to 7.4 for NSW government schools.

Parents are informed – 8.1 as compared to 6.6

Parents support learning at home – 7.3 as compared to 6.3

School Support Learning – 8.7 as compared to 7.3

School Supports Positive Behaviour – 8.9 as compared to 7.7

Safety at School – 9.0 as compared to 7.4

Inclusive School – 8.5 as compared to 6.7

We can draw the conclusion that the measures we have put in place in Wellbeing, Learning Culture, Leadership and Management Practices and Processes are favourable with our school community and there is room for growth. In 2018 Wellbeing and Learning Culture will play a leading role in the school plan.

The school-based satisfaction survey resulted in parents being satisfied with school communication and information systems, the school grounds, teachers' encouragement of their child, teachers' control of the class, their child feeling safe, the prevention of bullying and providing adequate support for students with needs. Areas for development were developing a Facebook page, advertising the efforts of the P&C to attract more members and advertising the school website for school promotion.



## Policy requirements

staff member fills the Anti-Racism Contact Officer position. There were no incidents of racism in 2017.

### Aboriginal education

Aboriginal Education is integrated across the Key Learning Areas. Staff have significant experience in schools with a high proportion of Aboriginal students, which ensure perspectives are an integral part of school programs. The completion of Stronger Smarter Training in Term 1 has had flow-on effects for all students with the introduction of Check-in circles and recognition of all cultures. Our Aboriginal student plays a key role in the organisation of their own Personal Learning Pathway plan and organises opportunities for cultural knowledge and activities in our school and community. In October students took part in an art workshop at Nikinpa, designed as a cultural activity that celebrated our local community, sharing cultural knowledge and understanding with the opportunity to display their artworks publically at Macquarie Shores Swimming Club. There is a permanent mural on display, featuring the students' works and that of artist Saretta Fielding. On the 17th of July, Awaba staff attended a combined Staff Development Day at Myuna Bay Recreational Facility with the Toronto Learning Community's collection of schools to take part in professional development activities around our school and Aboriginal Education practices. Staff continued the final segment of training to review the Aboriginal Education Policy in our school context.



### Multicultural and anti-racism education

Students studied aspects of multiculturalism, as a part of the content, in all Key Learning Areas, across all stages. On the 21st of March, our school hosted a day of multicultural events where students rotated through activities as part of Harmony Day 2017. Our Year 5 group and Aboriginal students celebrated inclusion by entering the St. Vincent de Paul Smart Art competition. They entered a living sculpture which featured decorated terracotta pots and included a personal plant choice. Students entitled the work as "Different On the Outside, Same on the inside". They were highly commended and received a certificate of recognition. A