

Canobolas Public School Annual Report



2017



1495

Introduction

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

Megan Manson

Principal

School contact details

Canobolas Public School

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Message from the Principal

2017 was a year jam–packed with learning and growing, successes and challenges, effort and reward. The end of the year is a time to reflect on the successes and challenges and to celebrate and learn from them.

Our successes are many and varied; academic achievement, success in creative pursuits, and sport.

It is not coincidence or luck that these advances and successes occur. It is the hard work by those involved, and also the culture of high expectations that exists at Canobolas Public School. High expectations are crucial for success and they run deep in this school. High expectations permeate everything; the work of teachers, the work of students, the way students behave and interact, good manners, the way they treat their environment and school equipment, respect for others, honesty, pride in their Canobolas uniform.

At Canobolas Public School we take pride in all of our students, their efforts and their achievements. We are growing hardworking, conscientious, diligent, creative and confident learners and leaders. Many of the successes are outlined in this report and include data from testing and evaluations of a range of programs.

Throughout the year so much effort goes into our school from all stakeholders, the students, parents and staff, and I would like to thank and acknowledge these efforts.

Megan Manson

School background

School vision statement

Canobolas Public School aims to develop independent, lifelong learners who are well–equipped to meet the challenges of an ever–changing world. The school aims for students to be enthusiastic about learning, in safe and supportive learning environments.

Canobolas Public School wants motivated and capable teachers, who feel valued, connected and supported by the school and community. Professional learning opportunities will be planned to suit needs of staff and the school.

Canobolas Public School values parents and families in our school community. They support the school in numerous ways and their contributions are always valuable. The school aims to keep our community informed and involved in decision–making as well as providing educational opportunities for them in areas such as curriculum and technology.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. In 2015, the school celebrated its sesquicentenary. Looking back, the school has always been at the centre of its community. Looking forward, the school aims to continue engaging students with innovative teaching programs involving technology and effective pedagogy, while always maintaining strong ties with the community. The school has five classes and future enrolments are strong.

Many opportunities are presented to students including the chance to perform, compete and participate in events around the region and beyond.

The school operates an outstanding concert band program for students in Years 3 to 6, in conjunction with Orange High School. Creative and Performing Arts are highly valued in our school context.

Canobolas Public School belongs to the Orange Small Schools Association. Students participate in a wide range of curriculum opportunities created within OSA including swimming and athletics carnivals, and team sports.

Canobolas Public School is a small school with a big heart.

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 Learning domain, the primary focus has been on learning culture and wellbeing. All staff continue to develop quality learning programs and set up interesting and inspiring classrooms. High expectations are in place school–wide where students are expected to work at a high standard and try their best always. Student wellbeing is always paramount in dealing with students. A School–wide program has been trialled. Using assessment data including NAPLAN, the school has identified students whose growth will be monitored carefully. This data informs our learning and support program and individual learning plans for the current year.

Our major focus areas in the Teaching domain have been effective classroom practice and data skills and use. All staff members have attended regular network meetings with small school colleagues to discuss their teaching practice and share ideas. They have also observed their teaching peers in action looking for evidence of quality teaching. Professional learning has included L3, TEN Numeracy Strategies, Road Safety, Maths Pathway, Super Six Comprehension Strategies and Naplan Writing marking. Teaching staff have actively participated in the Professional Development Plan process with positive outcomes.

In the Leading domain, the priorities have been to develop educational leadership, and management practices and processes. The Principal attends Network days, Financial management courses as well as engaging in professional

learning to support classroom practice. The Principal has completed the Principal Credential. The Assistant Principal has had the opportunity to relieve as the Principal and has attended network days. Executive and committee meetings are part of the weekly timetable. Teaching staff have had the opportunity to lead others in areas of expertise such as technology, numeracy, literacy support creative arts and Tournament of Minds.

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

Stronger Learning Partnerships

Purpose

To develop and maintain strong partnerships within and beyond our school community which will benefit student learning outcomes and provide a platform for staff to engage in regular high quality professional learning.

Overall summary of progress

In 2017 staff continued to build strong partnerships with neighbouring schools, the Orange Small Schools Association network and Orange High School. This has benefitted students in Canobolas PS by widening their horizons and experiences, and building relationships with students and teachers outside our school. Students have worked on science projects, maths competitions, PDHPE presentations, sporting events and band workshops with their peers from other schools. They have also had many opportunities, in addition to their normal transition programs, to become familiar with the Orange High School environment. This means that our students move easily into their next learning environment.

Staff have regularly met with colleagues from the OSSA network to share expertise in teaching practice and classroom management. As a result they have developed collegiality, built confidence and gathered fresh ideas about their practice.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|--|
| Participation of all staff in appropriate OSSA professional learning, mandatory training and sharing meetings. Collaboration in classroom programming across schools will build community and relationships. | \$2000 (OSSA Affiliation) | Networks and relationships have been developed and have proven to be sustainable and beneficial. |
| Increase opportunities for students to come together in sport and curriculum days with neighbouring schools. | Nil | Students were involved in band workshops and performances, science projects, maths competitions, PDHPE presentations, technology workshops, sporting and swimming events and debating. |
| Increased community participation in policy development, student learning and school events. | Nil | Parents have been invited into discussions about policy development in the school. More parents have been involved in classroom learning programs in primary classes. Attendance has been strong at school events. |

Next Steps

All staff will work on maintaining positive relationships with colleagues from other schools as well as with parents within the Canobolas community.

All staff will continue to develop their professional capacity by sharing knowledge and expertise with colleagues across networks.

Strategic Direction 2

Inspired Learners

Purpose

To maintain, further build and sustain a community of inspired learners through technology, leadership and curriculum opportunities.

Overall summary of progress

In 2017, Canobolas PS built resources in the school so that all students had access to current technology. Ipads were adjusted and made operational for the infants classes, and laptops were purchased for the primary classes for their classroom learning. The robotics equipment was expanded with the purchase of sphero robots. The school received assistance from the P&C as well as from a CSU grant for these purchases.

In addition to this equipment, Year 6 students also had the option of supplying their own device for classroom learning through the BYOD program. This leads into their high school experience as they take their school device with them into Year 7. In 2017 Year 6 students participated in ten weeks of technology training, learning new IT presentation tools.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| All students will have access to current technology. | \$5000 (P&C Donation) Purchase of 8 laptops \$5000 (School funds) Purchase of 8 laptops for beginning 2018 \$6000 Purchase of digital smart TV \$1000 (Grant) Purchase of Sphero robots | All staff and students have access to current technology and use it regularly. BYOD devices are also in use. Year 6 students took part in training for IT presentation skills. Purchase plan is in place to budget for \$5000 each alternative year. |
| Opportunities created for staff to take leadership initiative in the wider school community. | \$500 (Staffing) | Staff trained in One Drive Staff delivered BYOD information and One Drive training to parents |
| Increased knowledge and confidence in building classroom programs compliant with NESA guidelines | Nil | Scope and Sequence charts are in place for all subject areas. Staff present their teaching programs at staff meetings. |
| Increased resilience and wellbeing among all students. | \$500 (Bounce Back program) | Stage 2 trialled Bounce Back program which introduced a common language about resilience. |

Next Steps

Technology purchase plan will continue to support devices in the school.

School to purchase Bounce Back for other stages in 2018

Continue with BYOD for Year 6 students and give younger students the same option.

Strategic Direction 3

Literacy and Numeracy Development

Purpose

To enhance fundamental learning in Literacy and Numeracy for all students to become independent, critical and confident learners.

Overall summary of progress

All staff have participated in professional learning in Literacy and Numeracy. K–2 staff are now all trained in L3 Language training which is being implemented successfully in all rooms. Staff collaborate in the implementation of the program in both classrooms so there is continuity. Literacy levels are at a high level; all K–2 students made their reading benchmarks, many were well beyond. All staff did NAPLAN writing training where they learned to analyse student's writing in order to plan for future improvements.

K–2 staff trained in Teaching Early Numeracy which is now in place in both classrooms. They have led the rest of the classroom teachers in using SENA testing and using the numeracy continuum.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| To ensure that all teachers have engaged in beneficial professional learning to enhance Literacy and Numeracy learning programs. | \$9 600 (Professional Learning) | Staff have trained in L3 Language, Teaching Early Numeracy and SENA testing. PLAN data is captured and used by teachers K–3. Stage 3 teacher has maintained and developed new skills in Maths Pathway. He has also led others in its implementation. |
| Identified students will be supported by the Learning and Support team using MiniLit, MacqLit and Heather Harvey programs | \$13 000 (School funds to support Learning Support programs) | Students are identified by classroom teachers, Individual Learning Plans are put in place and students attend sequenced, intensive learning support to bridge the identified gaps. All students have shown significant growth. |
| Data will be captured, analysed and used to enhance teaching and learning programs. | Nil | Data has been captured for Torch Reading Comprehension, South Australia Spelling tests, Scaffold Maths, PLAN (K–2) and PATmaths. As it has been collected for 3 years, the school is able to compare data and make judgements about growth. Students who require learning support are also identified from this data. |

Next Steps

School to purchase Spellit program for use in Learning Support.

School to continue to use PATmaths testing.

Another teacher to receive TEN training in 2018

The school will adapt and attend training in new progressions for Literacy and Numeracy

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$4 773 | <p>Wiradjuri culture day in Term 1 brought our community together with elders, families and the wider community. Some Wiradjuri language and games were introduced to the students.</p> <p>Canobolas students attended the Naidoc celebrations in town where one received a reward.</p> <p>Canobolas Wiradjuri students had artwork on display in town.</p> <p>A SLSO was employed to assist some Wiradjuri students make adjustments to their playtime and class work.</p> <p>Wiradjuri students were celebrated and supported.</p> |
| Low level adjustment for disability | \$15 820 | Funding was used to supplement Learning Support programs in the school. Identified students benefitted from individual or small group work and all students made measurable progress. |
| Quality Teaching, Successful Students (QTSS) | \$8 634 | <p>Staff were released to observe teaching practice in other contexts, mentor others, gather data and jointly develop units of work.</p> <p>Staff developed their professional capacity.</p> |
| Socio-economic background | \$7 219 | Funding was used to supplement Learning Support programs in the school. Identified students benefitted from individual or small group work and all students made measurable progress. |
| Support for beginning teachers | \$13 450 | A program of support was developed which included mentoring, lessons observations, extra planning time and training in L3. The beginning teacher achieved her accreditation at Proficient level at the end of the year. |
| Newly Appointed Teachers of Aboriginal Descent | 10 teaching days | 8 days were provided as mentoring time, planning time, time for lesson observations and training. The remainder was used in resource development to tie in with the L3 training. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 53 | 64 | 54 | 54 |
| Girls | 46 | 51 | 55 | 55 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 97.1 | 95.9 | 94.7 | 95.4 |
| 1 | 95.2 | 97.5 | 93.7 | 95.9 |
| 2 | 93.8 | 96.7 | 94.5 | 95.6 |
| 3 | 96.7 | 95.1 | 96.5 | 96.6 |
| 4 | 95.5 | 97.4 | 96.3 | 96 |
| 5 | 96.9 | 98.1 | 97.4 | 97.2 |
| 6 | 93 | 96.8 | 97 | 97.3 |
| All Years | 95.6 | 96.8 | 95.6 | 96.3 |
| 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 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

- Student attendance is consistently above the State Department of Education averages.
- Non-attendance is dealt with promptly by seeking explanation from parents either by phone or letter.
- Student attendance is monitored closely by teaching staff, SASS staff and the Principal.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 1 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 3.5 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.2 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 1.71 |
| Other Positions | 0 |

*Full Time Equivalent

One staff member, or 12.6% of staff, identifies as Aboriginal.

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

All staff participated in several Professional Learning opportunities in 2017 as well as mentoring, supporting and leading others. Learning undertaken in 2017 includes:

- NAPLAN Writing
- TEN training
- Maths Pathways
- L3
- MacLit
- LMBR
- Super Six Reading

All staff have achieved status as a Proficient Teacher in NSW schools.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

| Receipts | \$ |
|--------------------------------|----------------|
| Balance brought forward | 42,546 |
| Global funds | 133,838 |
| Tied funds | 46,246 |
| School & community sources | 36,879 |
| Interest | 692 |
| Trust receipts | 662 |
| Canteen | 0 |
| Total Receipts | 218,317 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 21,551 |
| Excursions | 4,720 |
| Extracurricular dissections | 15,551 |
| Library | 5,889 |
| Training & Development | 8,473 |
| Tied Funds Payments | 30,872 |
| Short Term Relief | 3,225 |
| Administration & Office | 37,167 |
| Canteen Payments | 0 |
| Utilities | 8,782 |
| Maintenance | 7,520 |
| Trust Payments | 986 |
| Capital Programs | 0 |
| Total Payments | 144,735 |
| Balance carried forward | 116,128 |

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.

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

| | 2017 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0 |
| Revenue | 136,433 |
| Appropriation | 118,792 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 17,566 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 75 |
| Expenses | -87,484 |
| Recurrent Expenses | -87,484 |
| Employee Related | -37,577 |
| Operating Expenses | -49,907 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 48,950 |
| Balance Carried Forward | 48,950 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school has carried forward a balance of \$42 546 of which \$12 000 has been reserved for unpaid salaries and orders, \$20 000 for playground improvements including shade structures and sandpit, and \$5000 has been set aside for technology improvements.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 892,794 |
| Base Per Capita | 16,658 |
| Base Location | 1,978 |
| Other Base | 874,158 |
| Equity Total | 27,811 |
| Equity Aboriginal | 4,773 |
| Equity Socio economic | 7,219 |
| Equity Language | 0 |
| Equity Disability | 15,820 |
| Targeted Total | 0 |
| Other Total | 8,640 |
| Grand Total | 929,246 |

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.

Canobolas Public School NAPLAN literacy results for Year 3 and Year 5. Literacy assessment is reported in the areas of Grammar and Punctuation, Reading, Writing, and Spelling.

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.

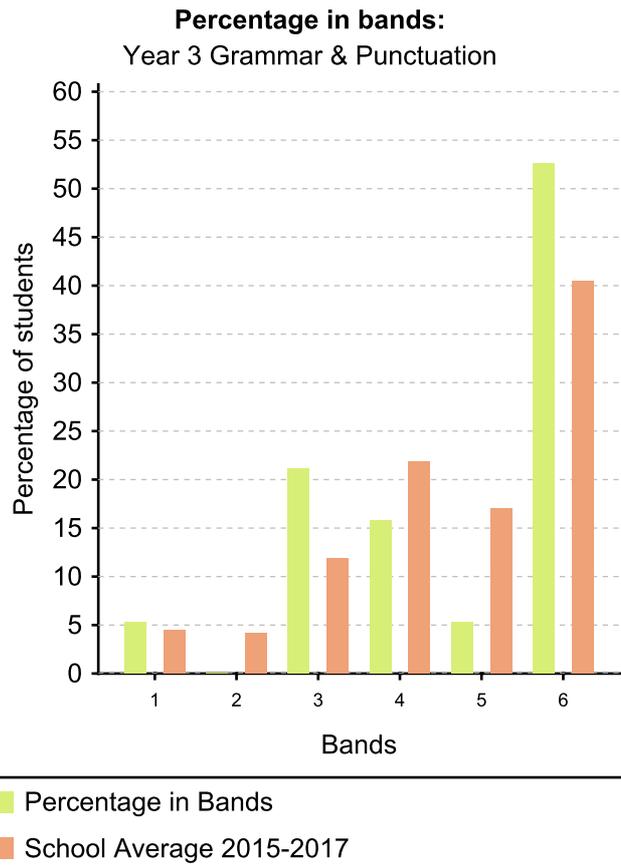
School performance

School-based assessment

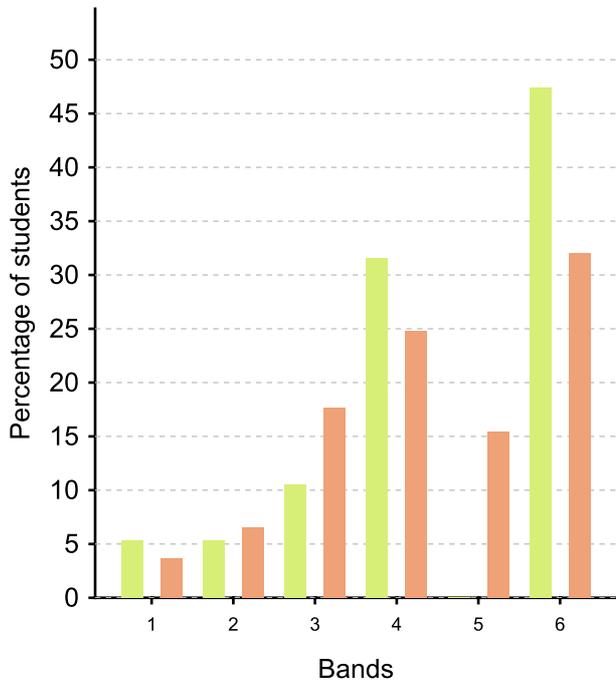
In addition to NAPLAN assessment, students in Kindergarten participate in the Best Start assessment of early literacy and numeracy. This data informs program building in the early years of schooling.

Students in Years 1–6 were assessed with standardised PAT testing with results matching up with NAPLAN. All assessment data leads to future planning for students.

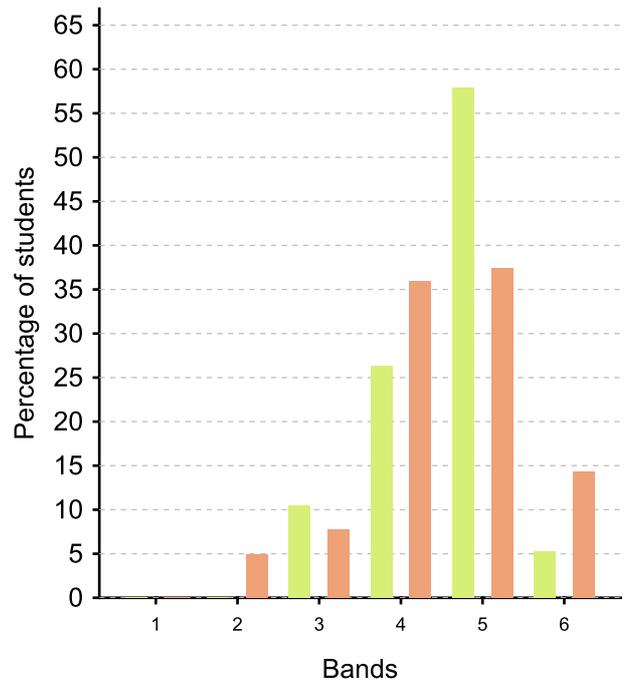
NAPLAN results showed strong percentages of students in the top bands. Students have been identified for learning support and special classroom programs to support them in areas identified in testing.



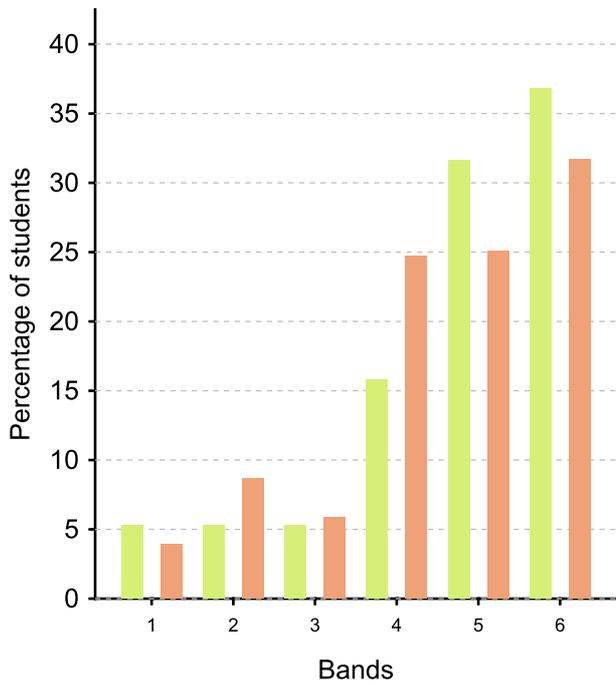
Percentage in bands:
Year 3 Reading



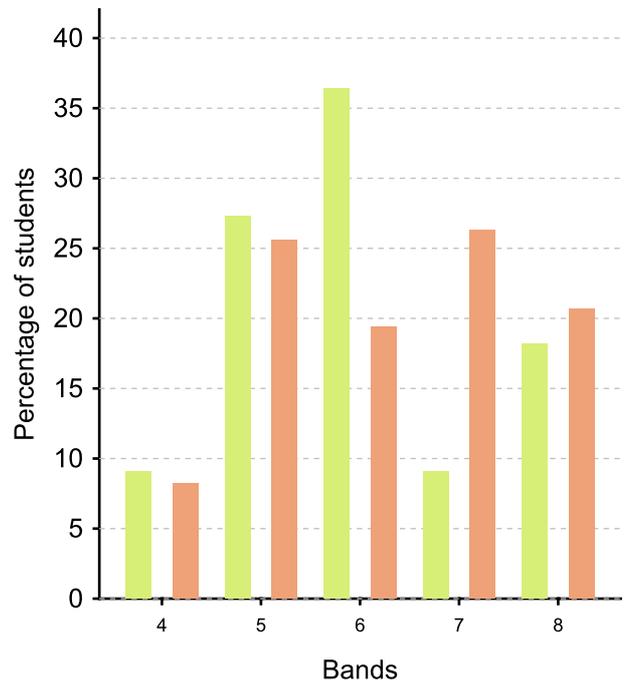
Percentage in bands:
Year 3 Writing



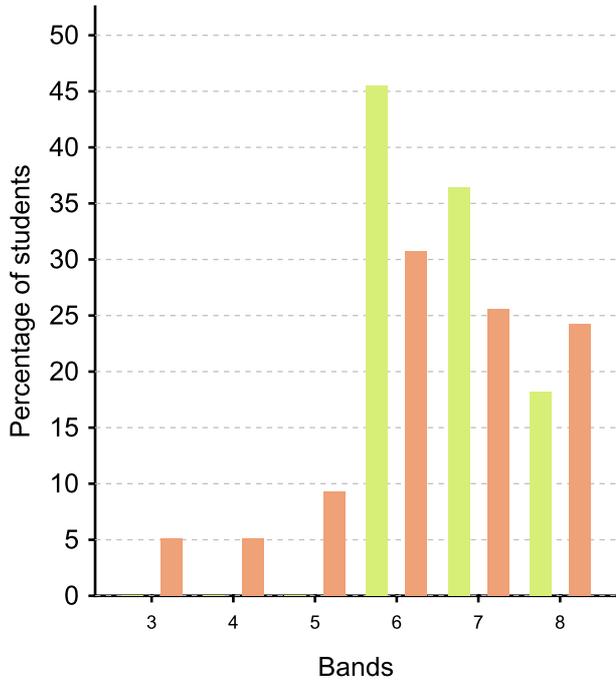
Percentage in bands:
Year 3 Spelling



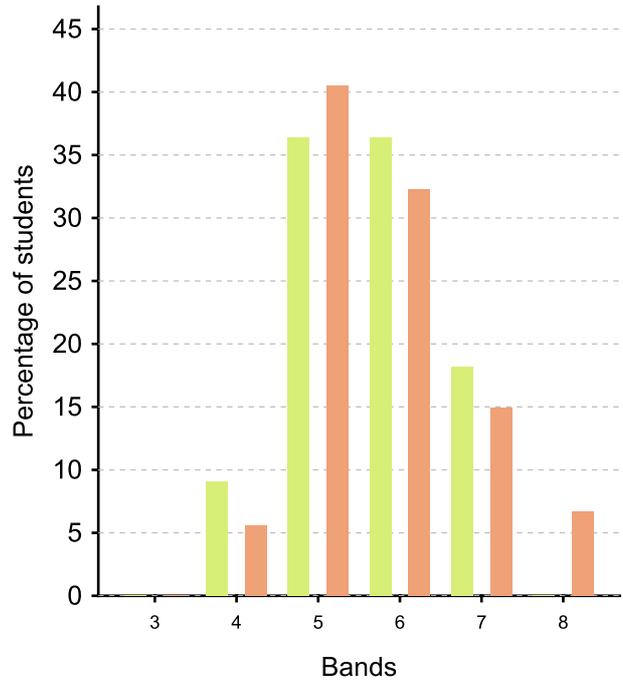
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading

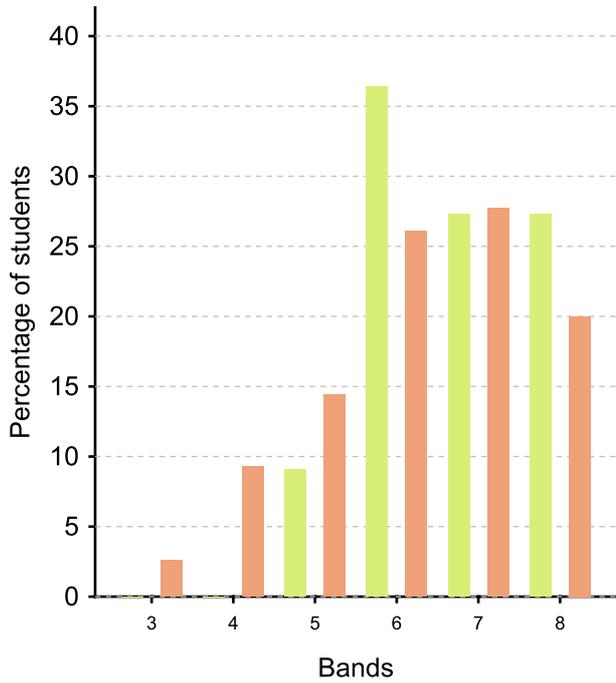


Percentage in bands:
Year 5 Writing

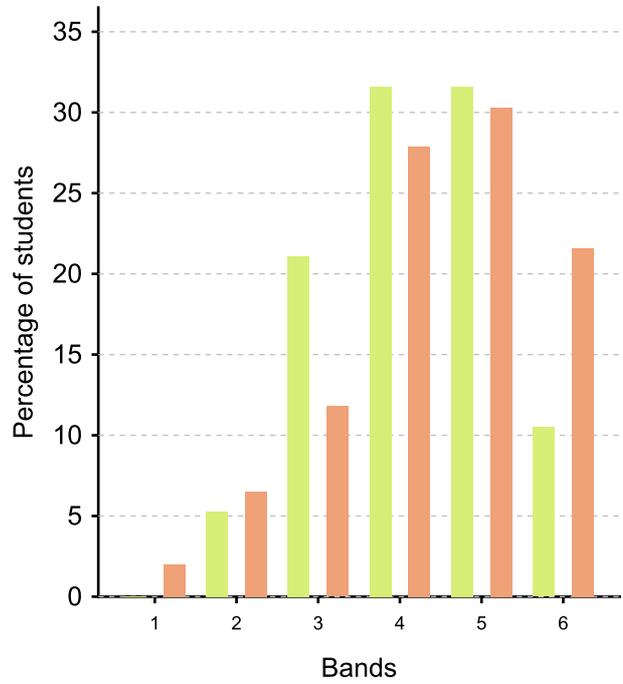


Canobolas Public School NAPLAN numeracy results for Year 3 and Year 5.

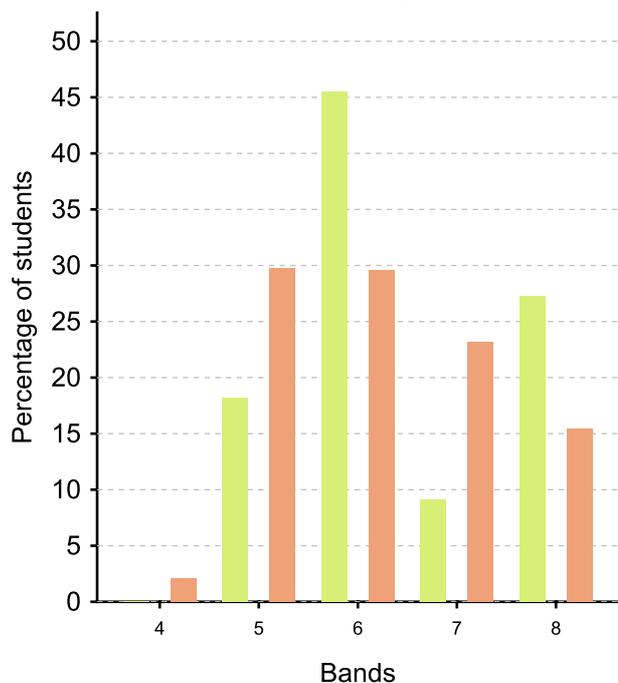
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.

Improving Educational results and State Priorities: Better Services – Improving Aboriginal Educational Outcomes

Aboriginal Students identified as requiring support received targeted assistance, remediation and extension where appropriate.

Parent/caregiver, student, teacher satisfaction

A sample of parents were surveyed with the School Customer Service 360 Reflection Tool. Parents responded in all areas, (communication, customer service, working collaboratively and consistency and vision in planning) with a rating of 'Exceeds community expectations'.

Students are engaged and happy at school which was reported in the Tell Them From Me survey.

Staff continue to provide high quality learning opportunities for each student. Staff are dedicated and professional. New staff feel welcomed and valued.

Policy requirements

Aboriginal education

Canobolas Public School received Aboriginal background funding in 2017. Our plan includes;

- identified students being supported in Literacy and Numeracy
- monitoring student attendance
- participation in local NAIDOC Week activities including the street march
- an organised Wiradjuri day with visiting presenters.

Multicultural and anti-racism education

The school regularly reviews teaching programs to ensure multicultural perspectives are included where appropriate. Students are encouraged to be active citizens and active participant in the life of their school and the wider community.

The school has a trained anti-racism contact officer.

Other school programs

Concert Band

Stage 2 and Stage 3 students have the opportunity participate in a concert band program under the direction of Mrs Chris Mickle. In 2017 the band was formed into three groups, beginners, transition and Big Band. The Big Band has the opportunity to perform at community events and participate in band workshops with bands from other primary schools in Orange.

This year students from the Big Band entered two sections in the Orange Eisteddfod and received a first and second placing.

Mr Tom Benter provided assistance to the band director in 2017.

Gifted and Talented Education

In addition to within class programs, the school provides the opportunity for students to participate in Tournament of the Minds, debating competitions, CWA public speaking, the University of NSW testing program, as well as technology, music and sport. Two Tournament of Minds teams were entered in the 2017 competition, one team progressing to state level. Two teams entered the Orange School District debating competition with one team emerging as the winner. The UNSW competitions saw several students achieve High Distinctions, Distinction and Credit results.

Sport and Physical Education

Students in Stages 2 and 3 have the opportunity to represent the school, district and region in a variety of sports. Four students represented the school district at regional carnivals. The school entered and combined

Orange Small Schools team in the PSSA Rugby state knockout. The team comprised six students from Canobolas Public School. The team progress to the state level, eventually placing fourth.

This year, with the support of the Orange Orienteering Club, the Stage 2 and 3 students participated in a six lesson orienteering development program lead by a member of the Finnish national team.