

# Elands Public School Annual Report



2017



1824

## Introduction

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

Jo Boland

Principal

### School contact details

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## School background

### School vision statement

At Elands School we are proud of our diverse and innovative learning community that is committed to maintaining a quality teaching and learning environment that caters to diverse student needs while developing confident, active, creative critical thinkers prepared for our rapidly changing world.

### School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40 km west of Wingham.

The school utilises its RAM allocation and other equity funds to employ a second teacher three days per week. This enables the school to split into two classes comprising of K–2 and 3–6, Monday – Wednesday to ensure that students receive explicit teaching and learning programs designed to meet stage appropriate levels.

An Instructional Leader has been attached to the school as part of the Early Action for Success Strategy. The Instructional Leader attends the school one half day per week, working along side the K–2 teacher for the literacy and numeracy sessions. Part of her role is to assist the school in meeting Early Action for Success requirements. Parents and school community members actively support the education of the children.

Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These affiliations allow our students to regularly participate in a variety of social, sporting and cultural events and professional development for staff.

## 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, we have continued to focus on curriculum and learning as well as assessment and reporting. At the beginning of 2017 Elands School became involved in the NSW Literacy and Numeracy Strategy (2017–2020). As part of this initiative the school has entered a four year Early Action for Success (EAFS) program which aims to improve the learning outcomes in literacy and numeracy for K–2 students. An Instructional Leader has been attached to the school to provide guidance and assistance in achieving Early Action for Success teaching and learning requirements. Through on–going monitoring, analysis of data on student progress and strategic targeted interventions, student learning has become more individualised and needs based.

The school continued to strengthen links with other schools in the local and wider area throughout the year, participating in various Science, Technology, Engineering and Mathematics (STEM), sporting and cultural activities. These extra–curricular days provide opportunities for staff and students to create or strengthen existing networks.

In the domain of Teaching, staff have integrated Early Action for Success strategies into each literacy session and as a result of these interventions the school's assessment and reporting processes have become more refined, with school data showing students' progress and achievements on external measures are consistent with progress and achievements on internal assessments.

Staff have continued to integrate technology into teaching and learning programs. Science, Technology, Engineering and Mathematics (STEM) units have been incorporated into science and creative arts lessons, with students engaged in hands on activities in the classrooms or through excursions to science day expos.

In the School Excellence Framework domain of Leading, the school continues to have excellent relationships with the local community, members have continued to share their areas of expertise or assist students in the classroom. The school regularly communicates with community groups in regards to accessing school resources where appropriate with

mutual benefit to both the school and community. This results in the school and community continuing to have strong ties, mutual understanding and respect for school and community needs.

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

Quality consistent learning environment

### Purpose

Learning is personalised and differentiated for every student, catering for and nurturing the diverse learning needs and abilities of students. Teaching practices are inclusive and focussed on holistic student wellbeing

### Overall summary of progress

In 2017 Elands School became involved in the Early Action for Success initiative as part of NSW Literacy and Numeracy Strategy 2017–2020 program. The initiative is a research-based intervention program for Kinder, years one and two students using targeted interventions in literacy and numeracy according to individual needs. An Instructional Leader has been appointed to work intensively with the school, providing on-going access to departmental K–2 intervention programs and professional learning. All students have been accurately plotted on PLAN and teaching staff are confident in implementing Early Action for Success Strategies into literacy and numeracy programs. Data on students' progress in the K–2 classroom indicates steady progress is being made with some students meeting aspects of Early Action for Success learning outcomes.

Majority of students requiring Personalised Learning or Individual Learning Plans have these in place and have been collaboratively developed with teachers and parents. Collaboration with parents to participate in developing learning plans for their children will continue to be a focus in 2018.

All primary students have continued to develop personal learning goals, using the Student Self Reflection Tool and have evaluated their own progress throughout the year and developed on-going goals.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year  |
|--|--|--|
| All students are accurately plotted on PLAN continuums triangulated by internal and external data. | Professional Learning Funds<br><br>Early Action for Success Professional Learning – \$5180<br><br>Combined Small Schools' Staff Development Days – \$170 | 100% of students accurately plotted on PLAN at the end of each term.<br><br>K–2 teacher confidently implementing Early Action for Success strategies into literacy and numeracy programs.<br><br>Weekly visits from Instructional Leader provides teaching staff access to departmental intervention programs to be implemented into current literacy and numeracy programs.<br><br>The majority of K–2 students making steady progress in Early Action for Success learning expectations.   |
| 100% of Aboriginal students have ILP's collaboratively developed in 2017.                          | Aboriginal Background Funding<br><br>\$3430  | Relationships between the school and families of students who identify as Aboriginal or Torres Strait Islander have been positive and discussions about Individual Learning Plans were productive. However due to circumstances beyond the schools' control not all Individual Learning Plans were completed.<br><br>50% of Aboriginal students have Individual Learning Plans collaboratively developed with parents and teaching staff.<br><br>50% of Aboriginal students have Individual Learning Plans developed with teaching staff and students reflect of personal learning goals with classroom teacher. |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)                      | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| 100%of Aboriginal students have ILP's collaboratively developed in 2017.   |  | Evaluation of data from internal and external assessments indicate that students who identify as Aboriginal or Torres Strait Islander show that educational growth matches that of the broader student population.   |
| All students who require an adjusted curriculum have PLP's by end of 2017. | Low Level Adjustment for Disability Funding<br><br>FTE 0.1 = \$10 157<br><br>Flexible Funding – \$2740 | Students requiring adjusted curriculum were identified, discussions with parents/carers were held regarding development of Personal Learning Plans. Due to circumstances beyond the schools' control these plans were not completed.<br><br>The staffing entitlement of 0.1 (1 day per fortnight) has been combined with other entitlements and funds to employ the second teacher an additional two days per fortnight. A teachers' aide has been employed two mornings per week to provide assistance to K–2 students in the K–6 classroom environment. Results from assessments and evaluation of teaching and learning programs indicate progression in student learning outcomes and improved engagement. |

## Next Steps

Instructional Leader and teaching staff continue to strategically plan and develop targeted programs aimed at individual learning needs. On-going professional development of Early Action for Success requirements and/or strategies.

Continue to improve communication between the school and families of students who identify as Aboriginal or require an adjusted curriculum.

## Strategic Direction 2

Support and challenge students to be effective and innovative 21st century learners.

### Purpose

Quality educational learning programs that inspire and challenge students to reach their full potential and to prepare for the demands of our rapidly changing world.

### Overall summary of progress

Our continued focus on building relationships with the local and wider community has enabled us to achieved significant progress in this strategic direction through the provision of innovative teaching and learning opportunities. Engagement in inter-school activities and the hosting of visiting community members for special and educational events has contributed to the students' well being and learning culture.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year  |
|---|---|--|
| Teaching and Learning programs have evidence of balanced literacy/numeracy sessions, differentiated learning, 21st Century skills and authentic assessment strategies.                          | Global Funds – Software Licences \$750<br><br>Global Funds – Science STEM \$200   | Students have daily access to a variety of software programs designed to increase their critical thinking skills and understanding of digital applications.<br><br>Throughout 2017 students have participated in a variety of STEM activities. Community members have volunteered their time to assist children to work together in small groups to achieve criteria specifications.<br><br>Inter– School STEM challenges have provided opportunities for the students to widen their experiences, resulting in increased capacity to problem solve and persevere at tasks to achieve desired/expected outcomes. |
| Student engagement to be monitored through feedback of reflection surveys of specific learning units, with evaluation of data to be used to further enhance teaching and learning outcomes K–6. | Global Funds – School Camp \$1400<br><br>Swimming Tutors:<br><br>Swimming Scheme Funds – Swimming Scheme \$300<br><br>Remote Rural Schools Fund – \$250 – supplement swimming tutor costs.<br><br>Sporting School Funds – Supplement Bus Hire Swimming Scheme –\$1800<br><br>Global Funds –Bus Hire –\$1800 | During 2017 the school continued to maintain active relationships with local schools. Student engagement was encouraged and monitored. Results from informal discussions, surveys, evaluation of programs, indicate that connections between schools and members of the local and wider communities enhance students' cultural awareness and understanding of how communities contribute to their learning.  |

### Next Steps

Continue building on STEM and STEAM programs within the school context as well as inter – school activities.

Continue to incorporate parents and community members' skills within the school curriculum and activities.

| Key Initiatives                                     | Resources (annual)   | Impact achieved this year   |
|---|--|---|
| <b>Aboriginal background loading</b>                | \$3430   | <p>During 2017 Aboriginal Background Funding was combined with other Equity Funds to assist in employing 2nd teacher an additional two days per fortnight. This enables the students to receive explicit instruction in literacy and numeracy three mornings per week at age/stage appropriate levels.</p> <p>Internal and external assessments show that Aboriginal students' educational growth matches that of the broader student population within the school. There is an understanding that the school and Aboriginal families share the responsibility for student learning and well being however more work needs to be done to achieve more parent input.</p> <p>A planned wall mural has not been commenced this year due to circumstances beyond the school's control. May look further afield in 2018.</p> |
| <b>English language proficiency</b>                 | \$3700   | The student who the school received this funding for left the school in July 2017.  |
| <b>Low level adjustment for disability</b>          | <p>Staffing entitlement – FTE 0.1 (one day per fortnight) = \$10 157</p> <p>Flexible Funding – \$2 740</p> | Assessments and evaluation of the teaching and learning environment of K–2 and 3–6 classrooms indicate that the maintenance of split classes ensures learning is personalised and differentiated for every student.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$1320   | These funds were used to assist in financing Early Action for Success professional learning.  |
| <b>Socio–economic background</b>                    | Staffing entitlement – FTE – 0.1 = \$9080  | <p>These funds were used to assist in employing the 2nd teacher an additional 2 days per fortnight.</p> <p>Internal and external assessments show that students from low socio– economic status families are achieving at expected stage age levels.</p>  |
| <b>Community Consultation Project Funds</b>         | \$410  | Due to circumstances beyond the school's control the mural was not commenced and will look further afield for assistance in 2018.   |
| <b>RAM Location Loading</b>                         | \$10 400   | Literacy and Numeracy assessments indicate that students learning outcomes improving and the maintenance of split classrooms are beneficial for student learning and wellbeing.   |
| <b>Literacy and Numeracy K–6</b>                    | \$560  | Program evaluations indicate that students' learning outcomes and student well being benefit from the teachers' aide presence in the K–6 classroom environment.   |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 8          | 7    | 6    | 6    |
| Girls    | 11         | 10   | 12   | 7    |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 84.8 | 85.2 | 90.3 | 81.6 |
| 1         | 88.3 | 83   | 93.2 | 94.1 |
| 2         | 88.3 | 92.7 | 87.5 | 96   |
| 3         | 95.7 | 95.9 | 90.2 | 80.1 |
| 4         | 93.8 | 97.3 | 95.7 | 79.6 |
| 5         | 92   | 91.9 | 95.1 | 92.6 |
| 6         | 91.8 | 98.9 | 91.4 |      |
| All Years | 90.7 | 92.2 | 91.4 | 88.8 |
| 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

Student attendance is monitored daily. At the beginning of each term blank absentee notes are sent home so that parents can provide written information about a student's absent upon their return to school. If a student is absent for two or more days, the school contacts the parents by phone or email inquiring about the reason for the student's absence. If absentee notes are not received after 7 days written reminders are sent home. Information regarding attendance is regularly disseminated through the school's newsletter.

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 0    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 0.24 |
| 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

No staff identify as Aboriginal or Torres Strait Islander and due to circumstances beyond our control opportunities to employ Indigenous teaching or non-teaching staff have not arisen.

### 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          |

## 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                       | \$            |
|--------------------------------|---------------|
| <b>Balance brought forward</b> | <b>35,869</b> |
| Global funds                   | 60,912        |
| Tied funds                     | 25,881        |
| School & community sources     | 5,767         |
| Interest                       | 452           |
| Trust receipts                 | 58            |
| Canteen                        | 0             |
| <b>Total Receipts</b>          | <b>93,070</b> |
| <b>Payments</b>                |               |
| Teaching & learning            |               |
| Key Learning Areas             | 15,340        |
| Excursions                     | 309           |
| Extracurricular dissections    | 299           |
| Library                        | 168           |
| Training & Development         | 4,974         |
| Tied Funds Payments            | 16,328        |
| Short Term Relief              | 1,587         |
| Administration & Office        | 21,024        |
| Canteen Payments               | 0             |
| Utilities                      | 1,097         |
| Maintenance                    | 822           |
| Trust Payments                 | 58            |
| Capital Programs               | 0             |
| <b>Total Payments</b>          | <b>62,006</b> |
| <b>Balance carried forward</b> | <b>66,934</b> |

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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | <b>0</b>         |
| <b>Revenue</b>                        | <b>66,187</b>    |
| Appropriation                         | 66,934           |
| Sale of Goods and Services            | 14               |
| Grants and Contributions              | -812             |
| Gain and Loss                         | 0                |
| Other Revenue                         | 0                |
| Investment Income                     | 52               |
| <b>Expenses</b>                       | <b>-30,704</b>   |
| Recurrent Expenses                    | -30,704          |
| Employee Related                      | -23,273          |
| Operating Expenses                    | -7,431           |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | <b>35,482</b>    |
| <b>Balance Carried Forward</b>        | <b>35,482</b>    |

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.

### Financial summary equity funding

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

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 258,557                 |
| Base Per Capita       | 2,751                   |
| Base Location         | 10,414                  |
| Other Base            | 245,392                 |
| <b>Equity Total</b>   | 39,275                  |
| Equity Aboriginal     | 3,431                   |
| Equity Socio economic | 19,245                  |
| Equity Language       | 3,699                   |
| Equity Disability     | 12,902                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 15,028                  |
| <b>Grand Total</b>    | 312,861                 |

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.

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.>

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school.

Due to the school's involvement with the Early Action for Success strategy the evaluation committee sought the opinions of students, staff and parents on how

effective the literacy strategies had affected student outcomes.

The evaluation committee also sent out a survey seeking feedback on the overall climate at the school.

### Literacy survey findings:

All survey participants thought that literacy was an important subject to learn. Most parents, students and staff felt that talking, listening, reading and writing skills had improved this year and all participants agreed that skills learnt in literacy assist students in other key learning areas.

Parents indicated that they felt confident to assist their child with home reading and the majority of students responded that they enjoyed participating in the home reading program.

Some additional comments were made in regards to providing regular information to parents regarding units of work being studied or class room activities to provide opportunities for parents to extend children's conversation and quality discussions at home about educational activities. It was also suggested that recognition of the school being located on Biripi country be acknowledged on the school's letterheads and newsletters. Staff also indicated that there is a need for the school to increase its library of quality literature for the library and classroom.

### School Climate findings:

The majority of participants surveyed indicated that children enjoy coming to school, classroom lessons are motivating and interesting and that staff and students respect each other.

Most parents and staff felt that the school's system for evaluating students was fair and all respondents indicated that family diversity and background were valued by the school.

Additional comments were made regarding the need to include extra-curricular activities in the school for example; learning Kattang, archery, chess, paper making, mindfulness, coding and robotics.

## Policy requirements

### Aboriginal education

The Aboriginal Background funding the school receives is combined with other equity funds to employ the second teacher an additional two days per fortnight. Thus enabling the school to maintain split classes (K-2 and years 3-6) three mornings per week to provide students explicit instruction in literacy and numeracy. Internal and external assessments indicate that Aboriginal students' educational growth matches that of the broader student population.

Aboriginal perspectives are taught in all key learning

areas and all members are committed to upholding DEC Aboriginal Education Policies.

The Community of Wingham Schools joined together to celebrate NAIDOC week in Wingham. Students participated in traditional games, listening to stories retold by Biripi Elders, sampling traditional foods and craft activities.

### **Multicultural and anti-racism education**

Staff are committed to fostering students' appreciation and understanding of cultural diversity, linguistic and religious differences between cultures. Teaching and learning programs include anti-racism, active citizenship within democratic strategies.

In 2017 the school celebrated Harmony Day by inviting parents and members of the community to a special luncheon to share dishes from their cultural heritage.

The school also participated in the National Day of Action, designing a variety of posters providing readers with strategies to deal with anti-bullying and prejudice.

Students also participate in a weekly talking circle where issues arising in the playground between students are discussed and how these actions affect those involved. Strategies to deal with these issues or how to change behaviours are suggested by the students in the talking circle. Emphasis is on treating each other with respect, acknowledging differing opinions and being tolerant of those who think differently.