

Emmaville Central School

Annual Report



2017



1838

Introduction

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

Rebecca Sullivan

Principal (Rel.)

School contact details

Emmaville Central School

Park Rd

Emmaville, 2371

www.emmaville-c.schools.nsw.edu.au

emmaville-c.school@det.nsw.edu.au

6734 7235

Message from the Principal

Emmaville Central School continued to provide a quality education to each and every child in 2017. 2017 has seen the school maintain 3 mainstream primary classes with 32 students, alongside 41 secondary students. The school aims to provide a wide range of opportunities to enable every child to feel that they have achieved success in 2017. Academic, cultural and sporting activities provided a high level of engagement, supported by a dedicated staff to further the learning of each child. Student wellbeing and visible learning was also a focus for 2017 with a high focus on positive behaviour and continuing and the training of staff in "what works best" practices. Student wellbeing will continue to be a focus into 2018 with the implementation of further programs. My thanks to all who have supported Emmaville Central School in 2017. The school is well-respected in the community and enjoys a positive relationship with many organisations within the town. My sincere thank you to our P&C who contributed in many ways to the school, supporting school events and assisting with funds for school resources. Our students also deserve congratulations for their efforts in 2017. As we progress through the 21st century, the skills they learn each day will enable a positive and productive contribution to our future society. Finally I thank all of the staff who have worked tirelessly over the year. As a group, we reflect on a successful year of learning and achievement for the students of Emmaville Central School.

Rebecca Sullivan

Principal (Rel.)

School background

School vision statement

At Emmaville Central School we aim to provide a high quality education in a caring and supportive environment, where students feel safe and empowered, to develop to their potential, and to become effective global citizens and leaders. This will be achieved through effective and collaborative partnerships.

School context

Emmaville Central School (ECS) caters for an isolated rural community 32kms north-west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two hotels, a post office, a general store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town.

Emmaville CS offers individualized learning in small composite class groups supported by excellent technology resources. The school has an advanced technology network with all classrooms having interactive whiteboards. Additional laptops and iPads have been purchased for students (primary and secondary) to use.

Student mobility is growing, with a quarter of students enrolling and/or leaving in any one year. In February 2015, 10% of students identified as ATSI.

Students are able to undertake Stage 6 studies at Emmaville CS with Students studying a composition of subjects delivered on site with the balance of subjects being delivered through Dubbo School of Distance Education. In senior years, academic pursuits and vocational education are growing priorities.

Younger (Infants) students are an area of focus with significant language, literacy and numeracy support needs.

In 2014, the school was supported by extra resourcing from equity funding with many students have been identified as requiring welfare and pastoral support.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program. The schools Parents and Citizens Association manage this program.

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.

Early in Term 4, our school undertook self-assessment using the School Excellence Framework. Our self-assessment process will assist the school to refine the strategic directions in our school plan for 2018–2020.

In the domain of Learning, Emmaville Central School has demonstrated the level of Delivering. There is evidence of a strong commitment to learning through policies, procedures and relationships. Students and staff work towards recognising, building and respecting the well-being of those around them. Extra-curricular activities provided to students and differentiation of access to the curriculum demonstrated commitment to addressing the wide range of student needs. Staff, students and parents were actively involved in reporting and assessment processes to identify and recognise student achievement and areas for further development.

In the domain of Teaching, analysis has indicated that Emmaville Central School are Sustaining and Growing. We are committed to creating individualised learning by utilising data, lesson observations and feedback to inform and improve our practice. We are continually updating our skills through professional learning and have been focusing on a positive behaviour system, as well as improving our commitment to visible learning strategies. The executive team lead staff in evaluative practice with an emphasis on explicit teaching and learning, and 21st century learning.

In the domain of Leadership, the school has achieved the level of Delivering. Leadership is modelled by the school executive, with involvement in professional organisations. Success and achievement are showcased in our school newsletter and communicated throughout the school community, including parents and the community. Leadership opportunities are given to all staff to allow us to build capacity and create an organisational structure that is unified and effective. The school are working towards building productive relationships with external agencies to improve and increase educational opportunities for students.

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

Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose

Staff will develop and deliver meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum.

Staff will expand their skills to broaden the range and quality of the curriculum delivery K–12. Staff will build partnerships to work collegially with other professionals to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian Professional Standards for Principals.

Overall summary of progress

Staff engaged in Professional Learning around 21st century education. It has been identified that collaboration among staff can still be improved and will be a focus for the 2018–2020 school plan. Staff collaboration that did occur included Early Action for Success collaboration between Instructional Leader and K–2 teachers, beginning teacher meetings commenced, collaboration with VET subjects/coordinators, mentoring days primary occurred through executive leadership and a link with PSO was formed around school planning.

There was a high level of staff turnover and staff retraining – VET, Primary Industries.

Shift to LMBR system meant multiple staff training in a small dynamic.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has aligned staff processes for collecting, analysing and reporting on local data and on external data to create a learning continuum.	Due to the appraisal process being executed during staff meetings and work being completed before and after school, no funding was required to complete the appraisals	School Excellence Framework * NESA assessment guidelines met. * VET audit: QA1 – pass QA2 – pass * WH&S guidelines met.
Staff have attained achievement at proficient level in the Australian Teaching Standards including through whole school performance and development frameworks.	The funds allocated to professional learning was from our Beginning Teacher allocation variant on first year or second year level. PL Funding and focus	Distributed leadership model in place for trial in 2018, included in 2018–2020 school improvement plan
Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.	PL Funding and focus. Allocate some release time to strategically release a team to support the finalisation of this process. RAM. The funds allocated to professional learning was from our global funding Teacher Professional Learning allocation and from Low Socio Economic equity funds.	Role statements to support this and a capacity matrix informs school decision making for 2018. The 2018–2020 plan for new school year. Evaluation process clearly outlined in school's Learning Support Document, PL planned for all staff as part of induction to new school year. School direction clearly outlined in 2018–2020 School Improvement Plan.

Next Steps

2018 will see staff undergo further training around visible learning, including assessment for learning and growth mindset professional learning to further embed existing practices and introduce assessment of and assessment for learning practices. Our school goal will include a common focus of improved understanding of differentiation and learning adjustments. Our well-being policy will be reviewed as will role statements with turn over of staffing.

Strategic Direction 2

Successful student learners and leaders who are active global citizens

Purpose

Staff will develop and deliver meaningful learning opportunities tailored to student needs, whilst implementing and embedding the Australian Curriculum.

Staff will expand their skills to broaden the range and quality of the curriculum delivery K–12. Staff will build partnerships to work collegially with other professionals to align with the Professional Development Framework, the Australian Professional Standards for Teachers and the Australian professional Standard for Principals.

Overall summary of progress

There has been a conscious effort to build on technology skills in staff and students, part of this included the purchase of school laptops. Programs such as ClickView and Mathletics have also been utilised.

Targeted interventions have been implemented to ensure that students are being catered for in a way that ensues progress and learning success. These have included excursions, WAGS the dog program, breakfast club, crunch and sip, purchase of sporting equipment, well-being Day with different presenters / workshops all day and the MultiLit program.

Students have been involved in out of school activities and community events such as the Youth Citizenship Rotary Awards and the Glen Innes Show Society.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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Staff have attained achievement at proficient level in the Australian Teaching Standards, and through whole school performance and development frameworks.	The funds allocated to professional learning was from our Beginning Teacher allocation variant on first year or second year level. PL Funding and focus	Distributed leadership model in place for trial in 2018, included in 2018–2020 school improvement plan
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Teachers collaborate within and across stages and faculties to ensure consistency of curriculum and welfare delivery, where classroom observation and modelling of effective practice and feedback drive and sustain improvement in teaching practice and student outcomes.	Teacher Professional Learning allocation and from Low Socio Economic equity funds.	<p>Role statements to support this and a capacity matrix informs school decision making for 2018.</p> <p>The 2018–2020 plan for new school year. Evaluation process clearly outlined in school's Learning Support Document, PL planned for all staff as part of induction to new school year.</p> <p>School direction clearly outlined in 2018–2020 School Improvement Plan.</p>

Next Steps

After the success of the new laptops, we will purchase more laptops for students to use K–12 in 2018. the skills and abilities of staff and students around technology will remain a focus for 2018. The school will continue to make connections with global partners to enhance teaching and learning experiences for students and attempt to strengthen networks and professional relationships within the community.

Strategic Direction 3

Strong community partnerships committed to enhancing the education of our students

Purpose

To build dynamic relationships where the profile of ECS, within the community, will be raised so that the School community is inclusive and valued. Community awareness and participation, in our school is a focus. This provides the opportunity of broadening the learning experiences of our students in their own local, and wider community.

Overall summary of progress

It has been visible that the atmosphere of the school has become more positive as the year has progressed. There was a high turn over of staff, the new staff members are engaged in discussions and collegiality.

Partnerships have begun to be established with the local area health service and local like schools.

Community attendance at school events continues to be strong and supportive: ANZAC Day, Presentation Night, Book Fair, Grandparents Day, Parent teacher night.

Parent and Community networks have been strengthened through the P& C trivia night and parents invited to staff meetings and professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community is committed to the school's strategic directions and practices to achieve improvements in student learning and engagement		Contents of plan to be tested during Term 1 2018 with necessary adjustments made if required.
The school is recognised as being responsive and committed to excellence as a result of its effective engagement with members of the local community		They have developed knowledge and skills of the importance of communication with families from disadvantage and how this can result in improved educational, social and wellbeing outcomes.
The school makes strategic use of its relationships and partnerships to access resources for the purpose of enriching student learning outcomes and the schools standing within the local community.	\$2,000 external workshops/catering/transport	Through a range of cultural, community and wellbeing initiatives through 2017, students have gained an increased understanding and value of the importance of culture, mental health and service learning.

Next Steps

It is planned to continue to build on community partnerships including local area networks and the development of the Celtic Community Of Schools Staff Development.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The RAM funding for aboriginal background loading \$21 731.	<p>There is a 22% Aboriginal student enrollment at Emmaville. Our 2017 targets centered around support for Aboriginal students as follows:</p> <p>Readiness for school &ndash; we continued our school (kindergarten) transition program.</p> <p>Engagement and Connections &ndash;Visible Learning, highly effective teaching strategies and success engages the learner. We continued to implement and train our staff.</p> <p>Attendance &ndash; monitored closely over the terms to ensure that their attendance rate is over 85%. Letters are sent home to attain explanations for unexplained absences and phone calls are made home.</p> <p>Literacy and Numeracy &ndash;SLSO's trained in MultiLit (a literacy program). After the training the tutors were employed to work with our aboriginal students who were having difficulty with English.</p>
Low level adjustment for disability	The RAM funding for low level adjustments for disability was \$12 148	<p>This monetary amount includes the support of wages of our School Learning Support Officers. The employment of Learning Support Officers increased the level of students's participation and engagement in learning and significantly improved students's learning outcomes. Due to the fact that we have students with significant problems who don't attract funding, the school went over budget in this area in order to provide support for these students. Funds were also used to improve professional learning programs to address learner diversity in the classrooms. Including the provision of support for teachers in recognising and responding to students's additional learning needs.</p>
Quality Teaching, Successful Students (QTSS)	In 2017 QTSS staffing resource was 0.26 FTE.	<p>Quality Teaching, Successful Students (QTSS) was initiated in 2015 to ensure that all primary students benefit from high quality teaching and learning practices that best meet the full range of student needs.</p> <p>It provides time to: &bull; mentor and coach other teachers &bull; observe teachers in their classrooms and demonstrate effective teaching strategies &bull; monitor student performance data across the school to ensure teachers are focussed on areas of need. &bull; support principals to help schools become thriving learning communities.</p> <p>This resource was used to release teachers to work with our Instructional Leader in order to appraise class data, look at high yielding teaching strategies, plot students on the Literacy and Numeracy continuums and plan for new learning.</p>

Socio-economic background	The RAM funding for Socio-economic background was \$95 578.	Our Socio-economic background funds were used to employ a third teacher full-time in the primary as the education department provided us with a 0.6 allocation, so we topped this up to a full time component for smaller class sizes and more one-to-one individualised support for students. .
Support for beginning teachers	The RAM funding for beginning teachers was \$26 900	<p>The funding provided to our beginning teachers was used to provide the teachers with professional learning, programming and planning days and mentoring.</p> <p>This helped two of our beginning teachers to complete accreditation at proficient level. They used planning days to work with the Head Teacher/Assistant Principal on programming and to be involved in forward planning in the faculty. Mentoring also came in the shape of the Head Teacher and Assistant Principal in order to participate in formulating programs and assessment tasks plus classroom management.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	30	35	35	40
Girls	39	47	45	43

Our Kindergarten enrollments are small and may not sustain a healthy population in the primary department. Year 6, of 6 students, will enter the secondary next year as Year 7, while our Year 5 will enter Year 7 in 2019. These small classes will effect the secondary population considerably over the next six years. The majority of our Year 6 students are choosing to remain at Emmaville Central School in order to complete their schooling.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.6	95.6	90.1	95.3
1	93.2	89	92.6	89.2
2	93.7	93.7	92	90.8
3	95.2	92.2	89.8	92.8
4	91.5	96	91.9	94.6
5	91.5	89.7	96.2	87.6
6	90.4	90.5	91.1	96.1
7	92.9	90.4	91.2	89.3
8	77.4	91	86.7	93.2
9	79.8	85.9	85.7	90.6
10	86.4	83.3	65.6	86.6
11	92.1	80.1	75.3	84.3
12	94.6	95.9	84.8	91.9
All Years	90.3	90.5	88.4	90.8
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	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

In NSW, it is a legal requirement that children attend everyday unless sick or on a planned holiday. This means all children between the ages of six and seventeen are legally required to attend school. At Emmaville Central School attendance is recorded daily and a 'rollcall' is conducted before the first lesson of the day. Any nonattendance from school should be explained within seven days of the absence. We are

also required to inform parents promptly of any unexplained absences. This is completed daily via SMS and then weekly for parents who do not respond to the SMS. The students who have fallen below the 85% attendance level are identified and flagged with our HSLO. The strategies that are in place to improve student attendance include support from the Home School Liaison Officer, inclusion of attendance articles in newsletters and at parent meetings, regular letters are sent home and where required, phone calls are made. The school also has in place procedures to enable the follow up of absences causing concerns. This includes letters being sent home to the parents of the students identified, plus each teacher has a term calendar with which they can track the patterns of students that are causing concern.

Class sizes

Class	Total
K/1	10
2/3	13
4/5/6	18

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	
Employment	0	0	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Both of our two Year 12 students are employed. Our Year 10 and Year 11 students remained at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.49
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.38
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.08
Other Positions	0.1

*Full Time Equivalent

The Australian Education Regulation requires schools to report on the Aboriginal composition of their workforce. Emmaville Central School do not currently have any staff who identify as Aboriginal. Our staff delight in the opportunity to work in such a welcoming, supportive and friendly community. We recognise that it is vital for our staff to cultivate positive relationships with the children and young people in our care; as well as with their families, so that our students can thrive.

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

Our teachers have undertaken some valuable professional development this year. This has been beneficial as we continue to unpack the NSW Curriculums in the subjects of English, Mathematics, History, Geography and Science. Current educational research clearly indicates that it is the teacher who has a major influence affecting student learning. It also establishes that professional learning is required to continuously improve teacher effectiveness and in turn, considerably enhance student learning outcomes. In 2017 we continued to train staff in Visible Learning.

Visible Learning will continue to be our major focus in professional learning as it draws its framework from successful evidence based research in what works for students to become resilient self-sufficient successful learners.

Staff training and development included:

* SchoolEdge timetabling * Clickview resource for our staff and students * Careers and VET meetings * Quality teaching rounds * Early Action for Success workshops and courses * Building Numeracy Leadership program * Revised Best Start Kindergarten Assessment * New Stage 6 syllabus and assessment course * Mandatory training i.e. Child Protection, Code of Conduct, Anaphylaxis, Cardio Pulmonary Resuscitation * L3 OPL meetings and courses * Corruption Prevention e–Learning * HSC Reforms Information * Wellbeing Matters for year advisors * Learning Support Team * LMBR * Beginning Teachers planning days * Faculty Planning Days * Secondary mentoring

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.

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. A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the Parent and Citizen's Committee. Further details concerning the statement can be obtained by contacting the school. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students. The voluntary school contribution for families was varied based on Primary, Secondary and electives. The total income of voluntary contributions was welcomed, however it fell very short of what would have made through the voluntary contributions if all students contributed to assist in paying for student printing, internet, stationary, ambulance levy, technology and student assistance. We love spoiling our students, but it comes at a cost. The voluntary contributions help us out a great deal.

Receipts	\$
Balance brought forward	104,372
Global funds	172,148
Tied funds	202,219
School & community sources	40,083
Interest	2,547
Trust receipts	13,631
Canteen	0
Total Receipts	430,628
Payments	
Teaching & learning	
Key Learning Areas	27,556
Excursions	9,925
Extracurricular dissections	3,007
Library	995
Training & Development	3,595
Tied Funds Payments	132,231
Short Term Relief	18,449
Administration & Office	39,656
Canteen Payments	0
Utilities	18,220
Maintenance	6,862
Trust Payments	14,178
Capital Programs	0
Total Payments	274,675
Balance carried forward	260,325

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	271,612
Appropriation	262,980
Sale of Goods and Services	85
Grants and Contributions	8,548
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-77,883
Recurrent Expenses	-77,883
Employee Related	-49,828
Operating Expenses	-28,055
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	193,729
Balance Carried Forward	193,729

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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	1,336,173
Base Per Capita	12,287
Base Location	24,774
Other Base	1,299,112
Equity Total	181,246
Equity Aboriginal	21,731
Equity Socio economic	115,894
Equity Language	0
Equity Disability	43,621
Targeted Total	22,830
Other Total	114,204
Grand Total	1,654,453

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.

Value Added Data of student growth from 2015 – 2017:

The Value Added reports show the growth of our student scores between each pair of assessment years, e.g. K–3; Yrs 3–5; Yrs 5–7; Yrs 7–9 and Yrs 9–12, after adjustment for the demographic characteristics of the students. The data over time shows schools as either Working Towards Delivering; Delivering; Sustaining and Growing then Excelling. This data is very useful to gain an overview of changes in performance as it highlights any changes and differences in results over time and across our school.

Best Start to NAPLAN Value Added Across Years (K–3) :

Displays the growth of student scores in our school between kindergarten and Year 3. Value added data shows Emmaville Central School as Delivering.

NAPLAN Value Added Across Years (3–5):

Displays the growth of student scores in our school between Years 3 and 5. Value added data shows Emmaville Central School as Working Towards Delivering.

NAPLAN Value Added Across Years (5–7):

Displays the growth of student scores in our school between Years 5 and 7. Value added data shows Emmaville Central School as Delivering.

NAPLAN Value Added Across Years (7–9):

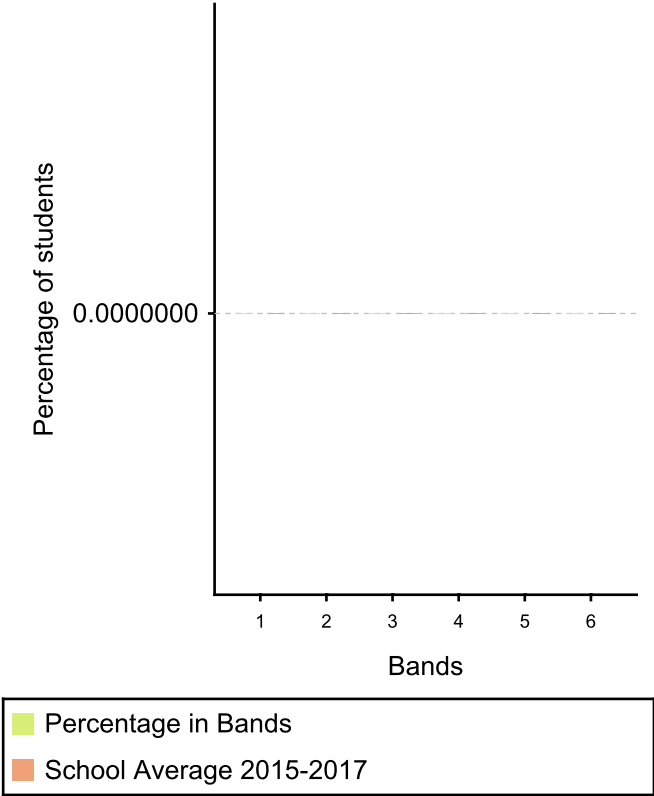
Displays the growth of student scores in our school between Years 7 and 9. Value added data shows Emmaville Central School as Delivering.

NAPLAN 9 to HSC Value Added Across Years (9–12):

Displays the growth of student scores in our school between Years 9 and 12. Note: Year 9 data is based on NAPLAN and Year 12 data is based on HSC scores. Value added data shows Emmaville Central School as Delivering.

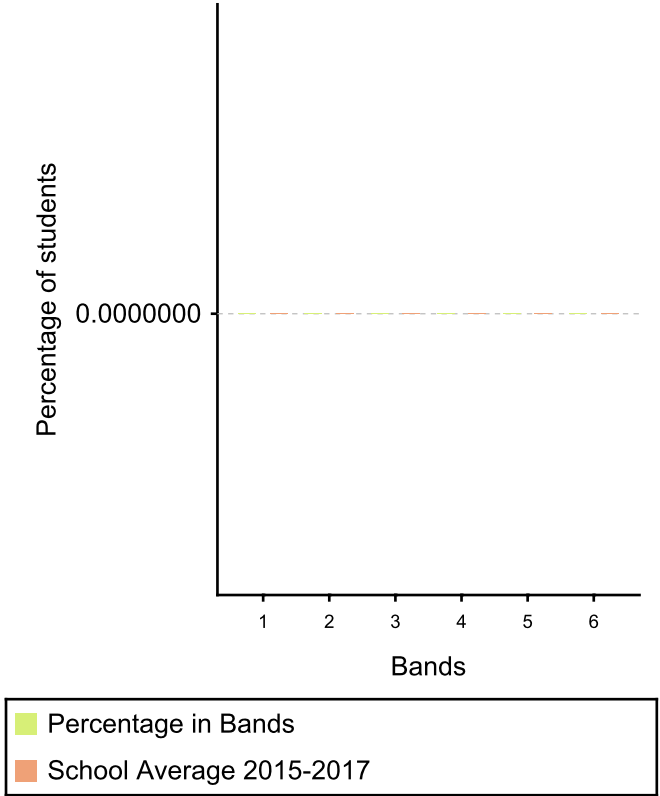
Percentage in bands:

Year 3 Reading



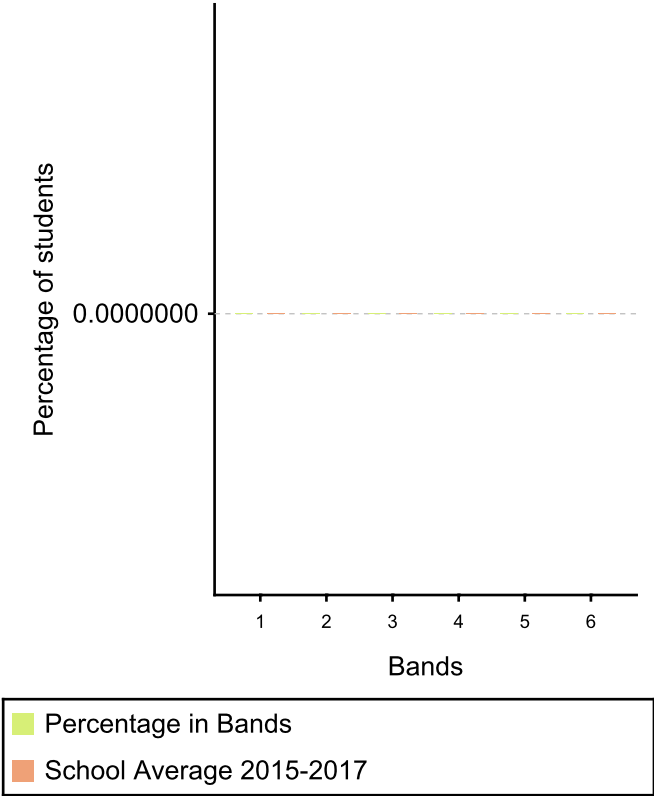
Percentage in bands:

Year 3 Grammar & Punctuation

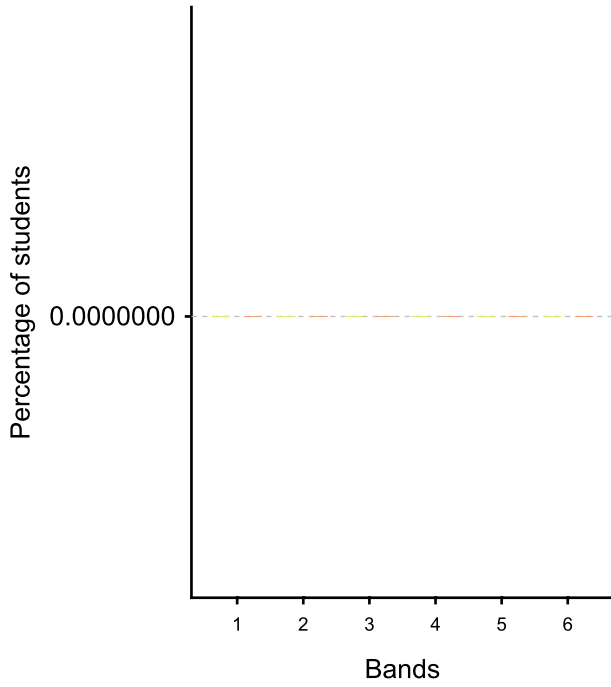


Percentage in bands:

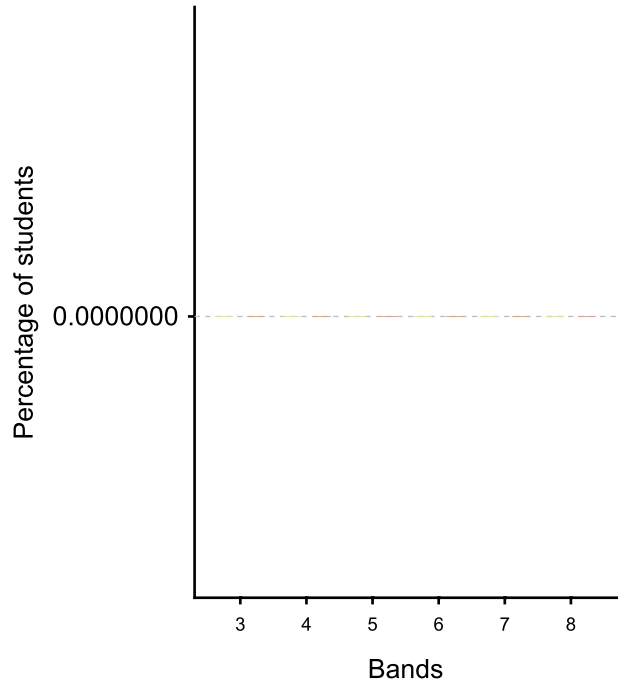
Year 3 Spelling



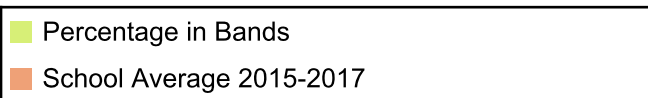
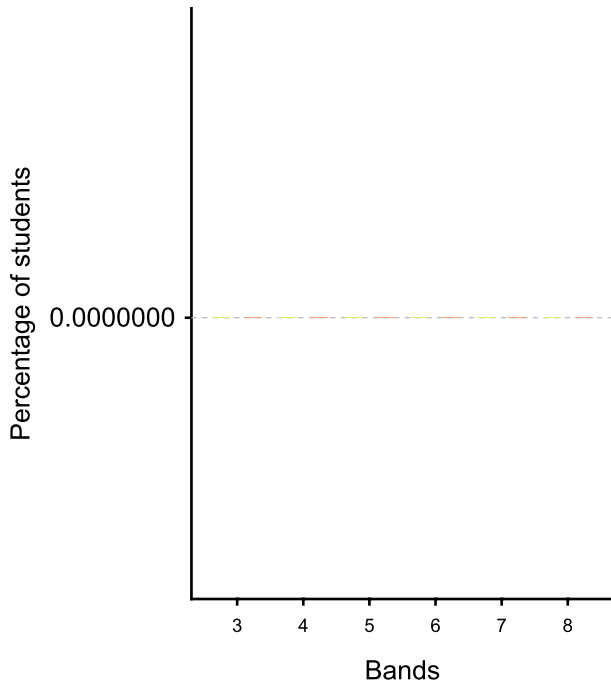
Percentage in bands:
Year 3 Writing



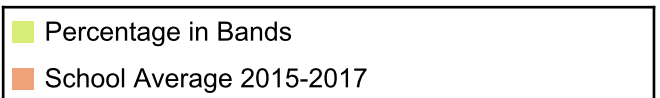
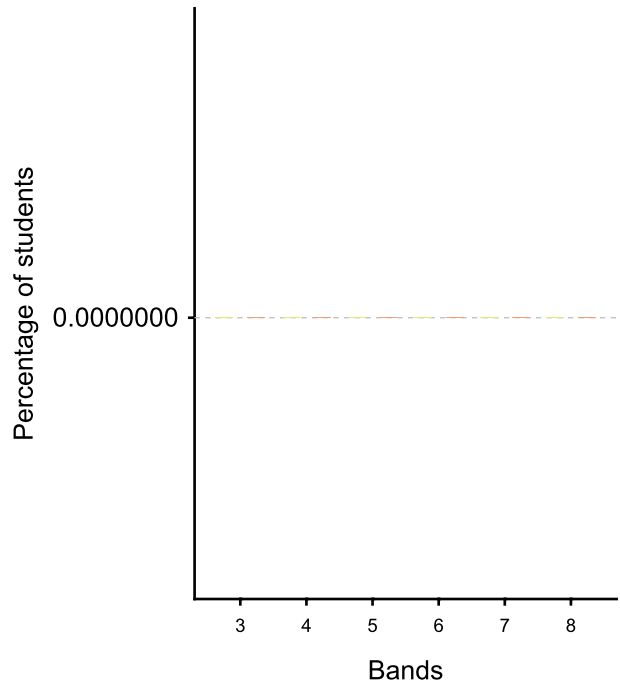
Percentage in bands:
Year 5 Reading



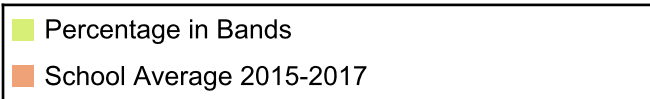
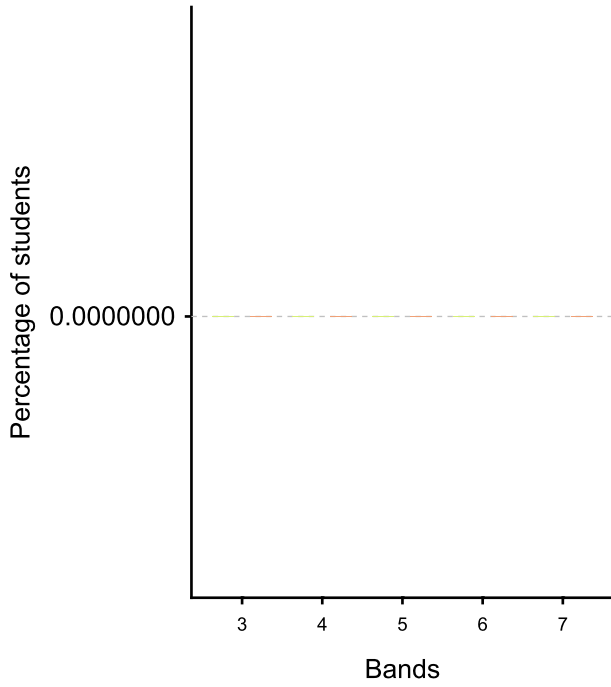
Percentage in bands:
Year 5 Grammar & Punctuation



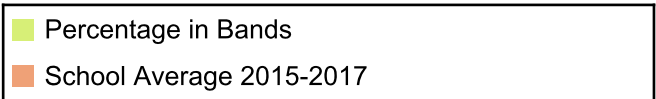
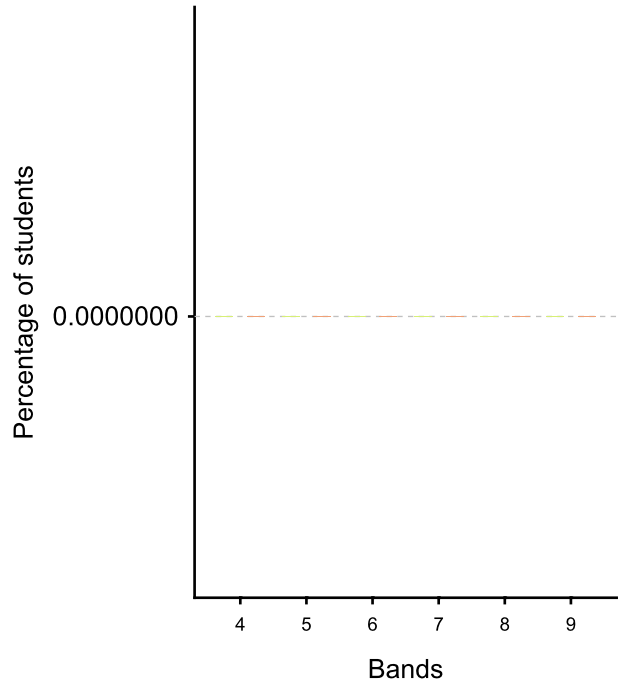
Percentage in bands:
Year 5 Spelling



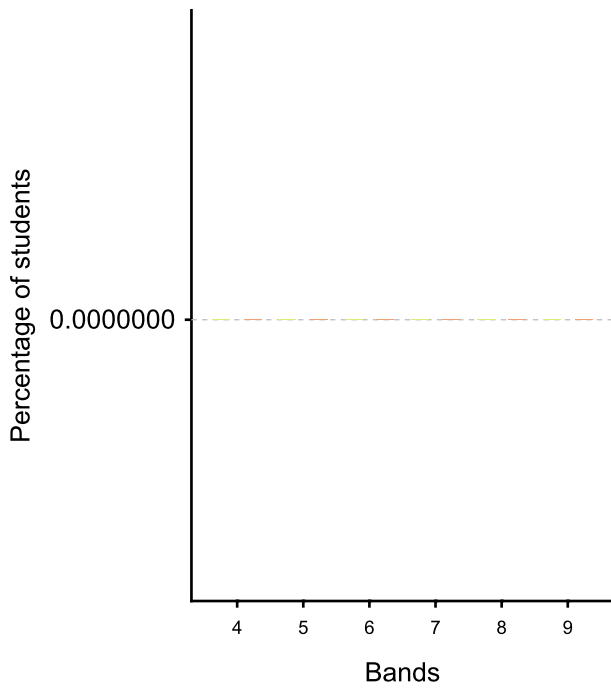
Percentage in bands:
Year 5 Writing



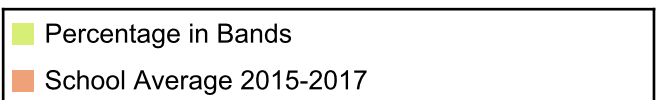
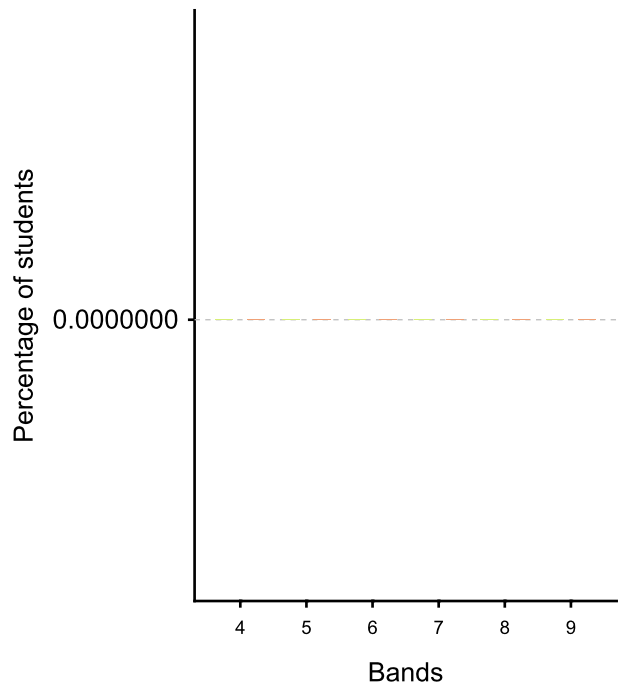
Percentage in bands:
Year 7 Reading



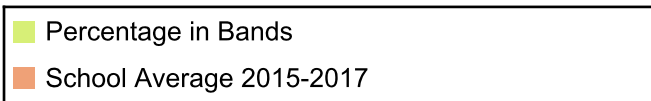
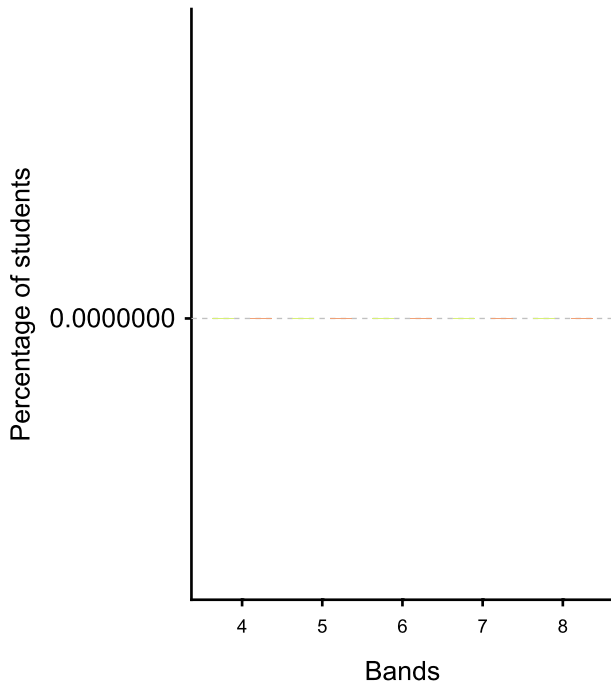
Percentage in bands:
Year 7 Grammar & Punctuation



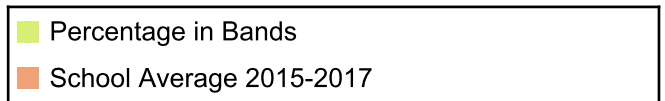
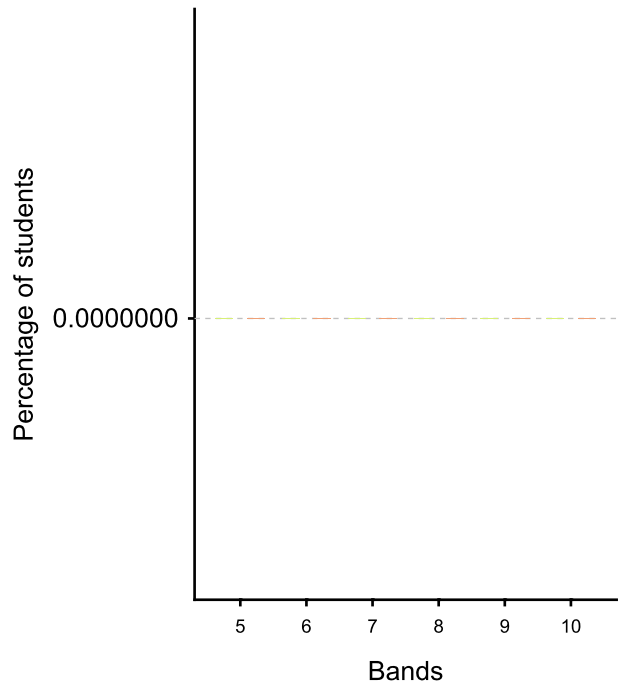
Percentage in bands:
Year 7 Spelling



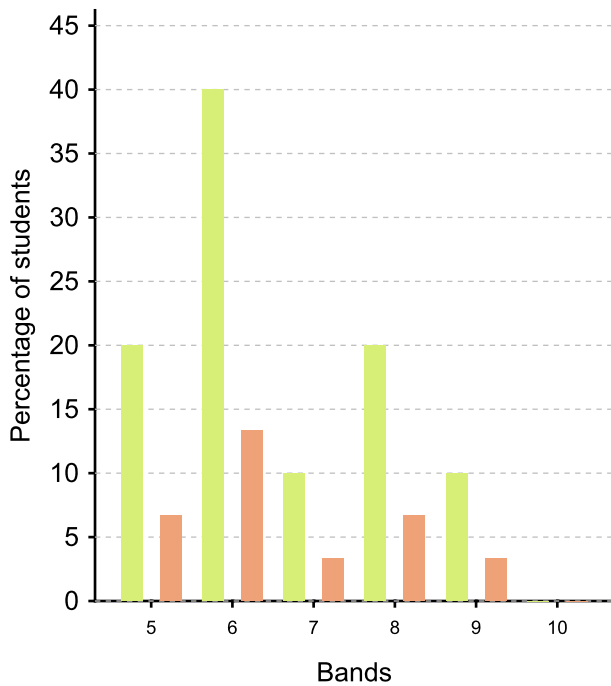
Percentage in bands:
Year 7 Writing



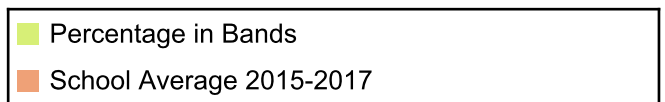
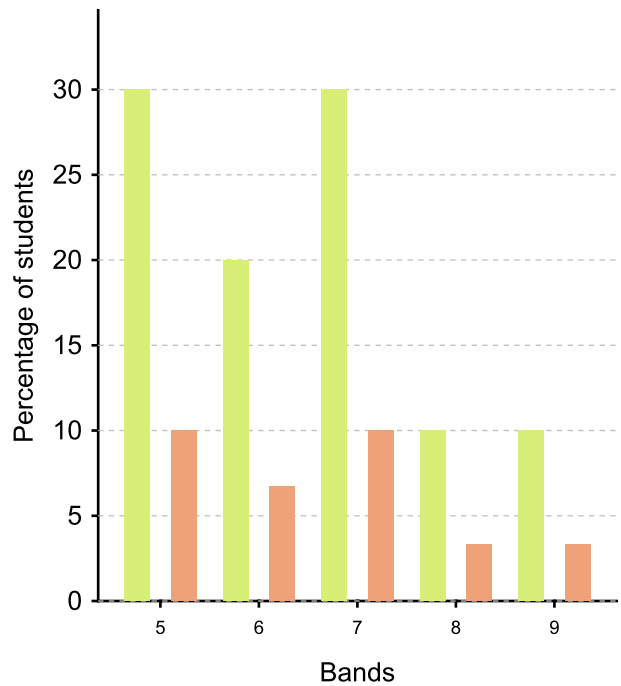
Percentage in bands:
Year 9 Reading



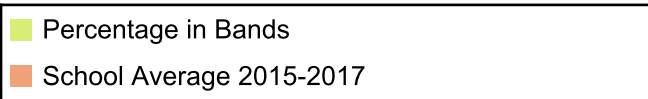
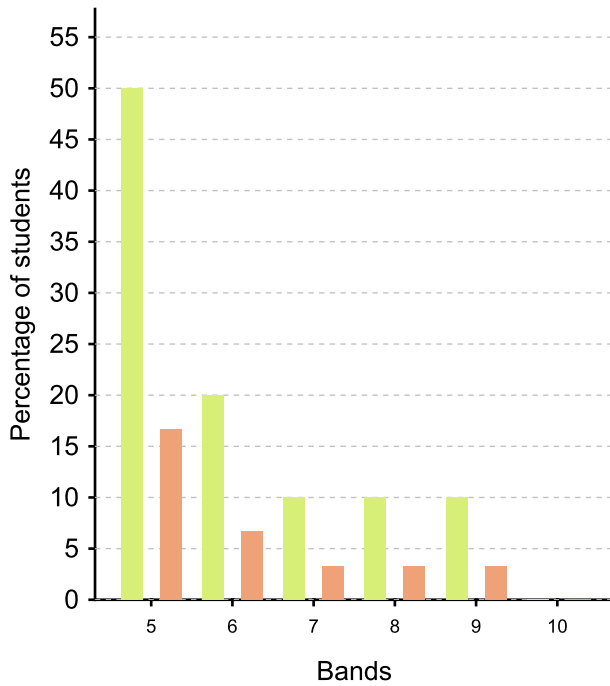
Percentage in bands:
Year 9 Grammar & Punctuation



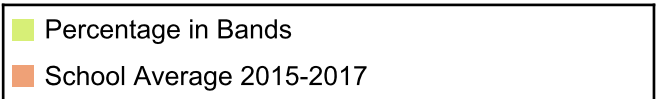
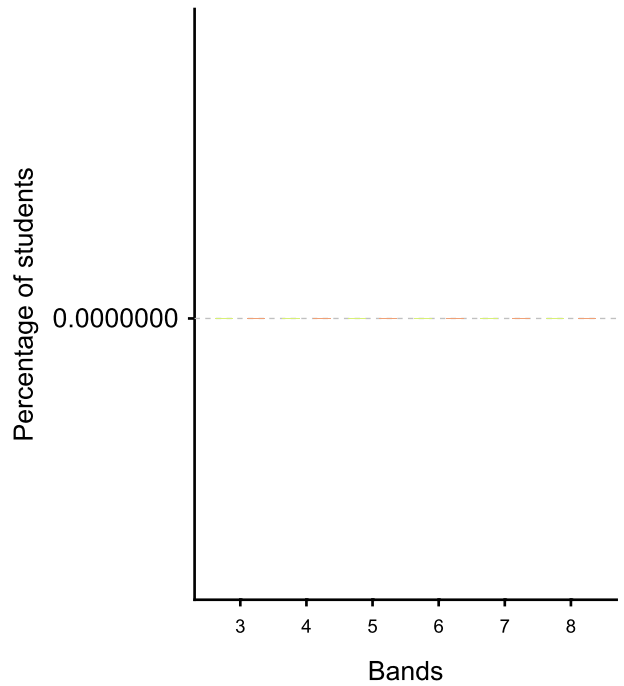
Percentage in bands:
Year 9 Spelling



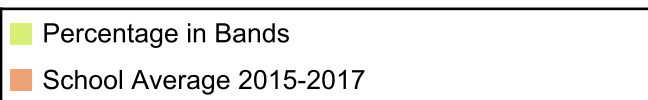
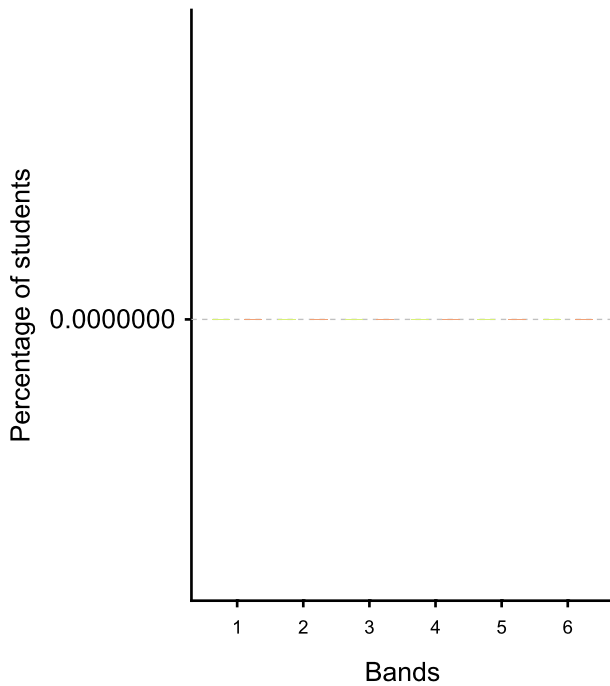
Percentage in bands:
Year 9 Writing



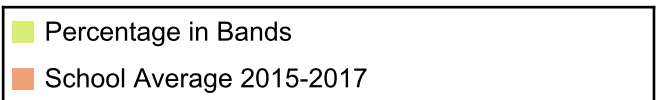
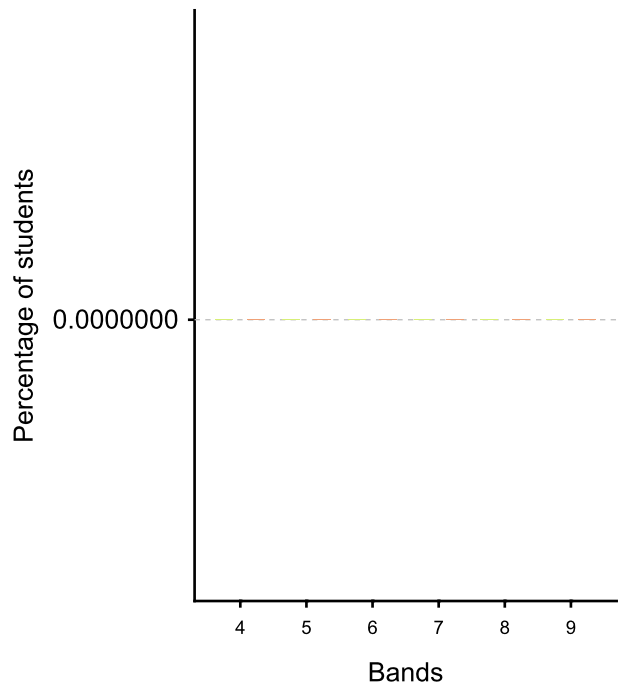
Percentage in bands:
Year 5 Numeracy

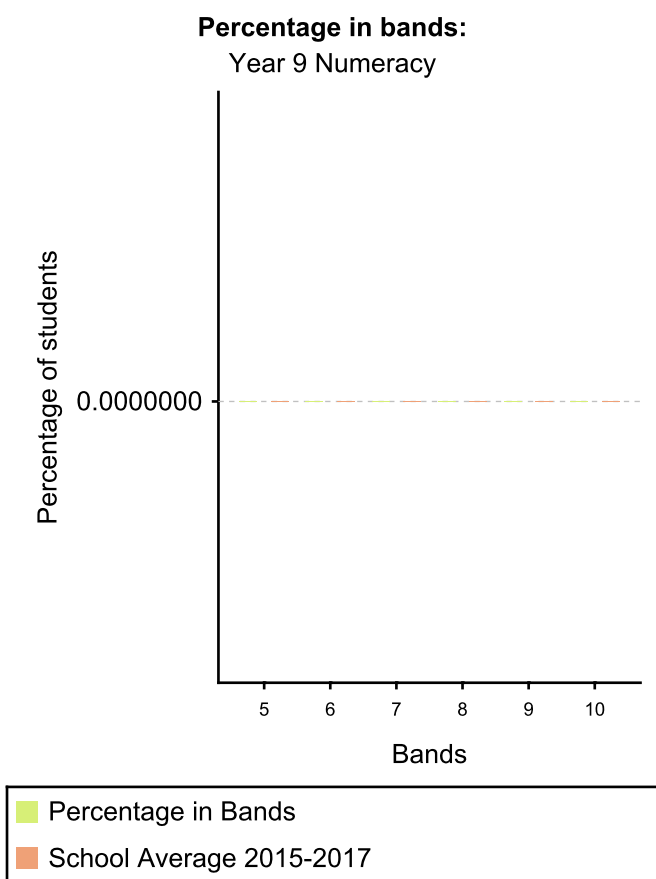


Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 7 Numeracy





Traditional Stories, Boomerang Throwing, Didgeridoo playing and an array of songs and Aboriginal Languages.

Multicultural and anti-racism education

The Emmaville Central School community acknowledges Australia as a multicultural nation. The teachers incorporate the multicultural perspectives through the mandatory general capabilities titled Intercultural Understandings embedded in our NSW syllabuses. Harmony Day is a day of cultural respect for everyone who calls Australia home. Emmaville Central School celebrated our cultural diversity by dressing in orange and gathering together in the hall for an assembly and uniting ceremony. Racism can take many forms, such as jokes or comments that cause offence or hurt whether they are unintentionally said; name-calling or verbal abuse, harassment and intimidation. At its most serious, racism can result in acts of physical abuse and violence. At Emmaville Central School, we do not tolerate any form of racism and we are passionate in shaping our students as citizens of the world.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Due to the low number of students in each class cohort, data is only provided for English Standard and Mathematics Standard. Most HSC classes consist of less than 10 students so external comparison data is not available.

Policy requirements

Aboriginal education

Emmaville Central School has 22% Aboriginal students. We recognise our responsibility in educating our students in cultural understanding and appreciation. In units of work in English, Human Society and its Environment and Science, there has been particular emphasis given to the Aboriginal perspective. Through the school's five year cyclic plan we have placed a significant amount of emphasis on the six priority areas of the 2014-2017 Aboriginal and Torres Strait Islander National Education Action Plan. Our NAIDOC Celebrations were a delight as we celebrated the rich culture of our Aboriginal nation. Our students K-12, learned about the traditions of a smoking ceremony. During our K-12 assembly, students were rewarded for their commitment towards learning plus we were treated to a Welcome to Country by a local Aboriginal parent. In the primary the students learnt a lot about the Aboriginal culture as rotated through different workshops which included: Art work,