

# Rand Public School Annual Report



2017



2933

## Introduction

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

Boutsakone Sayasenh

Principal

### School contact details

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## School background

### School vision statement

At Rand Public School we strive to provide the best education for the students in our care.

In consultation with parents we consider students' academic, sporting, social and cultural needs.

We strive to prepare our students for the wider world – building their character, self-esteem and knowledge to be successful, confident and discerning life-long learners.

We support our community and our community supports us.

### School context

At Rand Public School we strive to provide the best education for the students in our care. In consultation with parents we consider students' academic, sporting, social and cultural needs. We strive to prepare our students for the wider world building their character, self-esteem and knowledge to be successful, confident and discerning life-long learners. We support our community and our community supports us.

Located in the Riverina area of NSW, Rand Public School is a rural, P6 school. Rand is part of the Federation Council, and the school is connected to the Wagga Wagga District of schools. The school provides education for students drawn from the village of Rand and surrounding rural properties. Rand Public School provides a dynamic and caring environment with a strong emphasis on developing 21st Century learning skills. A wide range of experiences are provided in all Key Learning Areas with an emphasis on providing avenues for all students to extend their skills through classroom and targeted extra curricula activities. The school is strongly supported by parents and community members, including an active P&C Association.

## 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, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement in learning. Professional practise in our learning environments ensure students are allowed to connect, succeed and thrive with opportunities which are relevant to their stage of learning and development. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. We have also developed strong partnerships with of our school community to successfully increase participation and contribution in learning at the school. Teachers have in place principles of consistent assessment and parents are regularly updated on the progress of their children.

A major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our stages. The importance of data analysis to inform decision making, the growing of teaching practice through classroom observations, reflections and feedback have been a focus. Importantly, staff are developing evidence based practice through their reflections and evaluations of their collective work. Teachers routinely analyse student assessment data to inform future planning and understand the learning needs of their students. Curriculum is reviewed regularly at staff meetings. Teachers participate in professional learning that is clearly linked to school priorities and their identified professional development plan.

In the domain of Leading our school is committed to the development of leadership skills in both staff and students. Strong links exist with communities of schools to support the school's programs. Staff, students, parents and the broader school community are welcomed and engaged in the vision, value and purpose for the school. The school

articulates a commitment to equity and high expectations for learning in every student. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Accountability practises are tied to school development and include open reporting to the community.

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

Learners: Students eagerly desire to Learn to Live

### Purpose

To ensure every student is motivated and engaged in relevant and meaningful learning experiences that develops broad educational knowledge and helps them achieve as a learner, leader and responsible citizen.

### Overall summary of progress

Professional learning was provided to staff to implement learning intention and success criteria. The professional learning enabled staff to gain an understanding of the purpose and how they can improve student's learning. Teachers were able to describe what they want students to learn and identify learning activities that students would support students to achieve a learning intention. Through self reflection and professional dialogue, it was identified that staff need more time to implement learning intention and success criteria in the day to day teaching and learning programs.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year   |
|---|---|---|
| Differentiated teaching and learning programs featuring individual goals setting that challenge, inspire and meet the learning needs of all students resulting in an increase of student engagement and satisfaction as evidenced from surveys. | Low level adjustment for disability, Location Allocation, Aboriginal student funding – (\$10 321) SLSO<br><br>(\$1 336) Extra curricula activities. | Learning intention and success criteria were used in selected KLA's and communicated to the students. It was observed that students need more time to develop and understand their purpose and relevance to them as learners. Staff also identified that further professional development with a focus on formative assessment. 100% attendance and participation was observed in the various sporting, academic and social activities such as MAMA, Hot House Theatre Production, Bushwazee, Interschool Maths Day and Super 8 Cricket Carnival. |

### Next Steps

In 2018 there will be continued focus to further develop professional learning for teachers with a focus on formative assessment practices.

Students will build their capacity in using collaborative feedback skills to monitor their own learning.

## Strategic Direction 2

Leading: Teachers guide students as they Learn to Live

### Purpose

To build teacher capacity to ensure best practice to enable students to realise their full learning potential and equip them with skills to succeed, thrive and contribute positively throughout life.

### Overall summary of progress

Professional learning plans were purposeful and focussed on teacher quality and student learning outcomes. Classroom observations were conducted and it was evident that teachers are using the Australian Teaching Standards to ensure high quality teaching practices. Reflective practice is being used to improve teacher capacity and foster teaching practices which are responsive to student's needs.

Working collaboratively and regular teacher observations and professional dialogue has had a positive impact on improving practice and student learning outcomes. Staff capacity and confidence in analysing and using various forms of data has increased. It has enabled them to plan and deliver effective teaching and learning programs that are responsive to student's needs and adjust teaching practices accordingly.

Collaboration with other small schools in the network has enabled staff with opportunities to work with and share expertise and resources. It has also sustained and maintained positive relationships with colleagues within the network as well as consistency in teaching and learning. Collaborative learning experiences has increased student engagement and has had a positive impact on student's social and learning as evident in student feedback and teacher observations.

### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)   | Progress achieved this year  |
|--|--|--|
| Teachers draw on and implement evidence based research to improve their performance and development resulting in differentiated learning and innovative use of ICT as evident in teaching and learning programs. | Beginning teachers funding, professional learning–<br>(\$12 668)<br><br>Casual relief and professional learning and mentoring program. | Classroom observations were conducted and it was evident that teachers are using the Australian Teaching Standards to ensure high quality teaching practices. Reflective practice is being used to improve teacher capacity and foster teaching practices which are responsive to student's needs. |
| Increase the proportion of students in the top two NAPLAN bands in Literacy and Numeracy to meet the Premier's Priorities.   | Beginning teachers funding and location allocation–<br>(\$3 189)   | All students achieved their expected growth in areas of literacy and numeracy as evident in the Planning Literacy and Numeracy (PLAN) data. Differentiation is evident the teaching and learning programs.   |

### Next Steps

In 2018 there will be an emphasis on developing quality teaching through collaborative and capacity building practices with other teachers in our Walbundrie Small Schools network.

Evidence based teaching will continue to be a focus in 2018 to inform teaching practice and support consistent evidence based judgements.

## Strategic Direction 3

Local: Our community supports students as they Learn to Live

### Purpose

To nurture active, positive and respectful partnerships with the community to support student learning and improve educational outcomes that will enable students to live fulfilling, productive and responsible lives.

### Overall summary of progress

Strong partnerships within the Walbundrie Network of Small Schools and across other networks has been maintained and sustained to ensure student's learning and well-being is enhanced by accessing and using resources effectively and efficiently.. A collaborative approach will continue to be implemented to ensure that positive relationships continue and effective engagement across a range of networks is fostered.

There is a shared collective responsibility for student learning and success within the local and school community. The leadership team has been responsive to student, staff and parent feedback and have worked collaboratively to identify and implement evidence based strategies and innovative thinking to deliver ongoing improvements in student outcomes.

A high level of community engagement is evident in registers of attendance. Effective engagement work openly in partnership with parents, communities and organisations. Student's learning was enriched through collaboration and staff working openly in partnership with members from the wider community and local organisations. Effective use of school facilities was optimised and promotion of the school was maintained through the major annual school events such as the Rand Football and Netball Carnival organised Parent and Citizen's Association and networking with the Country Women's Association. Learning experiences were purposeful and focussed on building student's self awareness and positive connection with their local and wider community. This was achieved as evident in feedback from parents, student, staff and members from the organisations that the school collaborated with.

### Progress towards achieving improvement measures

| <b>Improvement measures<br/>(to be achieved over 3 years)</b>   | <b>Funds Expended<br/>(Resources)</b>   | <b>Progress achieved this year</b>  |
|---|---|---|
| Positive and strong partnerships are formed between the school and community with a shared commitment to supporting student learning as evidenced by an increase in community engagement. | Low socio- economic background funding- \$200<br>Community engagement activities. | Effective communication and information has been shared with the local community through various forums and school events. Practices are embedded for parents to be engaged and understand the learning progress of their child and how to support them to learn. A high level of community engagement is evident in registers of attendance. |

### Next Steps

In 2018 there will be a continued emphasis on working with the broader community to maintain a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

| Key Initiatives                                     | Resources (annual) | Impact achieved this year  |
|---|--------------------|--|
| <b>Aboriginal background loading</b>                | \$1841.00          | Staff and students increased their knowledge and understanding of Aboriginal culture and history through learning experiences provided. Individualised learning plans were developed for each Aboriginal student.  |
| <b>Low level adjustment for disability</b>          | \$1003.00          | Additional teaching and school learning officer staff (SLSOs) worked with classroom teachers to support the learning of students with identified needs who required differing levels of adjustments to their learning programs.<br><br>Additional school funds were needed to continue this extra support.   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | 0.037 FTE.         | This allocation was used to release staff to mentor an early career teacher. The teacher received additional professional learning that focused on developing appropriate teacher and learning programs, practice, resources and behaviour management strategies. Assistance with the accreditation process was also provided.   |
| <b>Socio-economic background</b>                    | \$2240.00          | Access to a wide range of learning programs, excursions (including camps and overnight excursions) and incursions was facilitated for students through the use of these funds.   |
| <b>Support for beginning teachers</b>               | \$13,450.00        | This allocation was used to release an early career teacher to work collaboratively with other staff to support professional development in a range of areas such as planning teaching and learning programs and classroom management strategies.<br><br>Mentoring and coaching support was provided and the teacher was also supported to begin the process of the requirements for accreditation at the level of Proficient Teacher.<br><br>The allocation also provided opportunities for the teacher to access and engage in professional learning workshops and training. |
| <b>Location</b>                                     | \$24 742           | This funding was used to supplement other key initiatives. Employment of SLSO and additional teacher to support student learning in a multi stage classroom resulting in maximisation of teaching and learning to meet the needs of all students. Increased opportunities for teachers to access targeted professional learning.   |
|   |                    |  |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 10         | 11   | 10   | 9    |
| Girls    | 10         | 7    | 11   | 13   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 95.3 | 97.1 | 98.9 | 92.2 |
| 1         | 92.4 | 93.4 | 96.6 | 95.7 |
| 2         | 94.9 | 96.7 | 96.8 | 95.9 |
| 3         | 96.2 | 94.1 | 94.6 | 92.5 |
| 4         | 96.7 | 94.5 | 97.3 | 90.3 |
| 5         |      | 96   | 93.5 | 92.5 |
| 6         | 92.4 |      | 95.3 | 92.5 |
| All Years | 94.9 | 95.6 | 96.6 | 93.7 |
| 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   | 93.9 | 93.8 |
| 6         | 94.2 |      | 93.4 | 93.3 |
| All Years | 94.8 | 94.1 | 94   | 93.9 |

### Management of non-attendance

The school closely monitors student attendance. Any unexplained regular absences and regular late arrivals are referred to the class teacher and Home School Liaison Officer where appropriate.

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Deputy Principal(s)                   | 0    |
| Assistant Principal(s)                | 0    |
| Head Teacher(s)                       | 0    |
| Classroom Teacher(s)                  | 0.73 |
| 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 | 0.91 |
| Other Positions                       | 0    |

\*Full Time Equivalent

At Rand Public School, the Indigenous component of the staff in 2017 was nil.

## 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

The National Education Standards Authority Accreditation (NESA) is currently being implemented and this ensures that all teachers hold active accreditation with the NSW Education Standards Authority (NESA) in order to remain employed. Accreditation is based on the Australian Professional Standards for Teachers. These have been developed by the Australian Institute for Teaching and School Leadership (AITSL). AITSL is the national body with responsibility for driving high quality professional development for teachers and school leaders, and working collaboratively across states.

All teachers and principals are required to be accredited with the NSW Education Standards Authority (NESA) in order to remain employed.

The standards define the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes. They describe high quality professional practice.

Pre 2004 teachers at Rand Public School are accredited at the Proficient Teacher Level and ongoing support to all staff will be given to maintain accreditation. The principal is responsible in managing and supporting staff with the accreditation process.

The Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools was implemented in 2016. Teachers developed a Professional Learning Plan informed by the school plan and the Australian Professional Standards for Teachers and Principals. Building teacher capacity and effective performance is essential in improving student outcomes. Staff participated and engaged in significant amounts of professional learning in 2017. This has included networking across a range of school communities, completing mandatory DoE training on CPR, Child Protection, Asthma and Anaphylaxis and participating in various Adobe Connect sessions focusing on curriculum implementation and building understanding of data analysis to improve teaching practices and learning outcomes for students.

## 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>66,380</b> |
| Global funds                   | 56,702        |
| Tied funds                     | 2,991         |
| School & community sources     | 11,532        |
| Interest                       | 480           |
| Trust receipts                 | 477           |
| Canteen                        | 0             |
| <b>Total Receipts</b>          | <b>72,182</b> |
| <b>Payments</b>                |               |
| Teaching & learning            |               |
| Key Learning Areas             | 16,228        |
| Excursions                     | 4,568         |
| Extracurricular dissections    | 1,530         |
| Library                        | 160           |
| Training & Development         | 2,408         |
| Tied Funds Payments            | 6,720         |
| Short Term Relief              | 242           |
| Administration & Office        | 11,427        |
| Canteen Payments               | 0             |
| Utilities                      | 3,037         |
| Maintenance                    | 1,485         |
| Trust Payments                 | 200           |
| Capital Programs               | 0             |
| <b>Total Payments</b>          | <b>48,004</b> |
| <b>Balance carried forward</b> | <b>90,557</b> |

|                                       | 2017 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 0                |
| <b>Revenue</b>                        | 168,799          |
| Appropriation                         | 149,764          |
| Sale of Goods and Services            | 79               |
| Grants and Contributions              | 18,510           |
| Gain and Loss                         | 0                |
| Other Revenue                         | 0                |
| Investment Income                     | 447              |
| <b>Expenses</b>                       | -69,916          |
| Recurrent Expenses                    | -69,916          |
| Employee Related                      | -34,454          |
| Operating Expenses                    | -35,462          |
| Capital Expenses                      | 0                |
| Employee Related                      | 0                |
| Operating Expenses                    | 0                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 98,883           |
| <b>Balance Carried Forward</b>        | 98,883           |

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.

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.

## 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>     | 342,082                 |
| Base Per Capita       | 3,209                   |
| Base Location         | 24,742                  |
| Other Base            | 314,131                 |
| <b>Equity Total</b>   | 15,243                  |
| Equity Aboriginal     | 1,842                   |
| Equity Socio economic | 2,240                   |
| Equity Language       | 0                       |
| Equity Disability     | 11,161                  |
| <b>Targeted Total</b> | 0                       |
| <b>Other Total</b>    | 15,602                  |
| <b>Grand Total</b>    | 372,927                 |

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.

A summary of statistics or graphical representation of student performance cannot be used for cohorts of less than 10 students in this report for privacy reasons. The My School website provides detailed information and data for national literacy and numeracy testing.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school. This year's survey results indicate that information about the school's progress is regularly communicated to parents, class activities are interesting and engage students in learning and parents are encouraged to be involved in their child's learning. Students, Staff and parents have regularly been provided with opportunities to give feedback on student learning, wellbeing and school programs. Student's and parent's feedback indicate that they have enjoyed being a part of decision making at school. Staff felt they are supported by the school leader in a positive environment that fostered excellence.

# Policy requirements

## Aboriginal education

Our school is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so they excel in all aspects of their education. Our school is also committed to improving the education on indigenous peoples, histories, cultures and experiences. School programs supporting Aboriginal education, perspective, culture and history are taught. Aboriginal education is integrated into all Key Learning Areas and treated with respect. Classroom teachers and parents work together to create Individual Learning Plans for each indigenous student to improve student learning outcomes. Our students participated in the Rural and Remote Art Initiative Program, 'Nguram – Home' for Stage 3 students. This has enabled students to develop and broaden their understanding, knowledge and skills in the area of visual arts, with a focus on Exploring Aboriginal culture through local Wiradjuri artist connections. Our school has been able to extend and implement this to all students in K–6. Significant Indigenous dates and events are recognised and celebrated at Rand. Our Aboriginal families are actively involved in supporting their children and have conducted Welcome to Country protocols at our school assemblies and at an annual school presentation event.

## Multicultural and anti-racism education

Rand PS is committed to promoting equity and excellence. We provide learning experiences and opportunities that enable all students to explore, learn, respect and appreciate the cultural, social and religious diversity of our nation. The Learning Across the Curriculum content in the NSW Syllabuses for The Australian Curriculum is embedded in all teaching and learning programs. Teaching and learning activities enable students to develop understanding of the cross curriculum priorities including Asia and Australia's engagement with Asia, intercultural understanding, differences and diversity. They learn to value their own cultures, languages, beliefs and those of others as well as understanding and addressing the contemporary issues surrounding these cross curriculum priorities. Students have participated in the Country Women's Association Country of Study – Nepal. They shared and presented their learning about Nepal to the members of the Albury Country Women's Association.