

Towamba Public School

Annual Report



2017

TOWAMBA
PUBLIC
SCHOOL



3252

Introduction

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

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School background

School vision statement

Towamba Public School supports the academic, emotional and creative development of students to become respectful and responsible citizens

School context

Towamba Public School is situated in the Towamba Valley, 30km west of Eden, in an environment of mixed farmland, forest and rural lifestyle. Enrolment for 2016 was 19, including a small proportion of Aboriginal students.

Many of the students have particular and specific individual learning needs for which targeted, evidence based intervention programs, have been implemented. Teaching staff are highly qualified to deliver these programs with Quality Teaching Principles and the School Excellence Framework underpinning establishment. All students are tracked in Literacy and Numeracy using the continuums and PLAN (Planning for Literacy and Numeracy), and individualised programs are developed for each student. Towamba is well resourced with access to the latest in Information Computer Technology (ICT) and best practice assistive technology.

To specifically support the rural and remote community, Towamba Public School operates a “KindyStart” program to support students transitioning from Preschool to Kindergarten. Children who have turned four and are enrolling at the school the following year are able to join the K12 class for one full day per week. A playgroup also operates for two hours every week.

Many programs supporting gifted and talented student are offered. Drama, Music, Dance, Sport, Public Speaking, Science and Environmental Ed are particularly targeted.

The Bundian Way is the first Aboriginal pathway to be listed on the NSW State Heritage Register. As Towamba is a point of reference on this ancient walking trail, which connects the highest part of the Australian continent and the coast, Towamba Public School will actively engage in the development of the project.

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 there is progress in learning and achievement that is identified and acknowledged. The school actively plans for student transitions and clearly communicates its transition activities to the school community. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement with the needs of all students explicitly addressed in teaching and learning programs. The school offers a curriculum that meets the requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes.

In the domain of teaching, the staff at Towamba Public School regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. Towamba staff regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Teachers engage in professional discussion

and collaborate to improve teaching and learning in their classes.

In the domain of leading staff have purposeful leadership roles based on professional expertise which ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Towamba Staff engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans. The school's staffing is organised and managed to ensure an effective learning environment.

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

Equity and Inclusion

Purpose

Encouraging social inclusion and the reduction of educational disadvantage to ensure the personal growth and excellence of every student.

Overall summary of progress

A shared responsibility exists for all students at Towamba Public School in which equity is prioritised across all grades and stages, with support measures meaningfully implemented for those requiring support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning and Support Team (LaST) specifically identify necessary physical, learning and/or emotional adjustments provided for an individual student. Analysis of this data drives planning and priorities. Learning support documented on SENTRAL.	Funds were allocated for Gifted and Talented programs such as Halogen Young Leaders Conference, Festival of Instrumental Music, Bournda Gifted and Talented Programs, Schools Leadership Camp and the South Coast Learning Community Music Camp.	The Learning and Support Team (LaST) specifically identified all adjustments necessary for individual students, and implemented interventions which included MultiLit, MiniLit, Behaviour Management Plans, Individual Education Plans, Gifted and Talented programs and inter agency support . All learning and support measures were documented on SENTRAL and regular Learning and Support Team meetings were held to analyse interventions.
All teachers have in their professional learning plan identified strategic learning requirements they will be undertaking to support students with additional learning and support needs.	No funding used. All PDP's collaboratively developed during staff meeting time outside of class time.	Personal Development Plans (PDP's) for teachers include goals to identify the strategic learning requirements needed to empower students with additional learning and support needs, to experience academic, social and emotional success
All students starting Kindergarten the following year will be encouraged to participate in the one day/week Kindy Start programme at TPS. Intervention requirements for the following year identified.	No funding used.	All students considering starting Kindergarten in 2018 participated in the one day/week Kindy Start program at Towamba Public School with teaching staff able to identify Intervention requirements for individual students. The program supported Kindergarten starters to be confident and ready for the transition, families to become acquainted with programs and expectations, and teaching staff to be well informed of specific student needs.
Students with a disability and/or additional learning support needs have a personal learning plan which specifically addresses individual learning requirements.	No funding required.	Personal learning plans addressing individual learning requirements were created reviewed and adjusted by the teachers for all students with a disability and/or additional learning support needs.

Next Steps

Equity and inclusion will continue to be a key focus area for Towamba public School with an emphasis on continuing strong community ties which support learning opportunities both within and beyond the classroom. Staff are committed to developing learning programs and extracurricular opportunities which address inequity and provide the necessary means of inclusion for all students in all activities. Personal Learning Plans (PLP's) for students will continue to be prioritised, while Preschool to Kindergarten, and Stage 3 to Stage 4 transition programs will identify necessary support mechanisms

for students with special needs.

Strategic Direction 2

Quality Teaching and Learning

Purpose

Promoting world-class curriculum and assessment.

Overall summary of progress

All staff at Towamba Public School share a commitment to exceptional teaching practice and have a deep understanding of student progress and future directions for the ongoing educational success of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers identify specific Professional Learning (PL) they will require to support implementation of the school plan and enter on 2015 milestones.	Funding was used to fund L3 training, Bridges out of Poverty PL, CPR, anaphylaxis and Minilit training.	All teachers at Towamba Public School have identified specific Professional Learning (PL) required to support goals identified in Professional Learning Plans and support implementation of the school plan in regards to quality teaching practices.
Teachers and Parents have been in contact, face-to-face, by phone or by email in Term 1 to provide information on the important role which parents play in supporting student learning. Contact repeated at the end of Term 2 and Term 3 or as teacher/parent require.	No funding required	Regular parental contact has been established in each class, with parents regularly appraised of student growth and additional support needs with parent teacher nights held throughout the year. Staff at Towamba Public School have encouraged parental involvement in school practices and programs with extra support established in key learning areas such as literacy, science and extracurricular activities.
Teachers identify with every student their Literacy and Numeracy goals against the Literacy and Numeracy continuums. Students remain informed of progress through regular feedback.	No funding required	All teachers identified Literacy and Numeracy goals of students according to the cluster markers in the Literacy and Numeracy continuums. Students were regularly assessed and results updated for each key learning area and students informed of their personal progress through regular feedback.

Next Steps

Towamba Public School will continue to provide exceptional classroom practice through differentiated learning in a multi-stage setting using 21st Century learning strategies and evidence-based quality teaching to improve student learning outcomes and meet the needs of diverse learners. Staff will participate in relevant research based professional learning to promote regular monitoring and evaluation of assessment practices to ensure student growth eg. Visible learning. Staff will establish a quality learning Environment which supports risk taking in learning, promotes students engagement and acknowledges students efforts and achievement. The school will continue to have the support of an Instructional leader through the Early Action For Success initiative to help further develop staff capacity to meet the needs of Early Stage 1 and Stage 1 students. The school will also continue L3 as an integral component of literacy in the school. Through continued staff development and training, all staff at Towamba Public School will gain greater confidence with planning and programming against the literacy and numeracy continuums and students will gain greater independence regarding personal knowledge of educational growth.

Strategic Direction 3

Welfare, Wellbeing and Strong Partnerships

Purpose

Developing school, civic and inter– agency connections to meet the needs of students and the wider community.

Overall summary of progress

Throughout 2017 Towamba Public School has actively encouraged the support and participation of all school community stakeholders to create a positive and inclusive school environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers implement Kid's Matter, with school certification by 2017. All teachers develop inclusive classroom and school programs which encourage community involvement and develop social capital of students, staff and community.	No funding required	Although KIds Matter was investigated in 2016, a decision was made to not implement this program in 2017. The positive Behaviour for Learning (PBL) model was used using a values and wellbeing framework for the school which encourages community involvement as a key component of successfully implementing the schools goals and purposes.
Teachers establish contact with primary and other caregivers to create a social profile of students and their families to target individualised learning by the middle of Term 1 each Year. All Aboriginal student learning plans developed through MGoals.	No funding required.	All teachers have established regular, meaningful contact with primary and other caregivers to create student profiles to target individualised learning .
Teachers target activities which enhance a connection between traditional and culturally significant beliefs, opinions and actions.	Allawah Ngindigaan Indigenous Language and Culture Program funded through our Aboriginal Background funding and donations to the total of \$7700.	School activities have been introduced to enhance connections between the school and wider community such as the Allawah Ngindigaan Indigenous Language and Culture Program encouraging positive partnerships and collaboration in many areas of school programs and practices.
Teachers, Students and Community members collaboratively develop and implement Positive Behaviour for Success (PBS) program which is imbedded in school culture by 2017.	No funding required.	Teachers, Students and Community members have worked together to collaboratively develop and implement a wellbeing model based on the Positive Behaviour for Success (PBS) program.

Next Steps

In 2018 Towamba Public School will continue to focus on engaging and connecting our communities to build a dynamic learning culture where outstanding expectations achieve desired student outcomes by sharing knowledge, experience and skills and shared responsibility for student engagement, learning, development and success across school communities and networks. Towamba Public School will use the Fair Education STEM project in working towards building a Platform to engage both students and community in common purposeful and meaningful projects developing both partnerships and life development skills. Community participation in all school activities will remain a priority, with community members who volunteered in 2017 continuing to volunteer in 2018 initiatives including reading, robotics/coding, Science/Technology/Engineering/Maths (STEM) activities and excursion support. We will also provide further opportunities for new volunteers through our STEM projects happening at school in 2018 and beyond. Students

will continue to be involved in youth leadership initiatives, opportunities in music and drama and be supported to develop their potential through gifted and talented opportunities. Staff will also be supported to further develop professional capacity to positively engage the community in school initiatives.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3996	Funding from the Aboriginal background loading was mostly used to employ an Aboriginal consultant and tutors to provide the Allawah Ngindigaan Indigenous Language and Culture Program at Towamba Public School in 2017.
Low level adjustment for disability	\$21886	Low Level Adjustment Disability was used to employ Student Learning Support officer to support students with extra learning needs providing support with literacy and numeracy development.
Quality Teaching, Successful Students (QTSS)	\$1422	The Quality Teaching was used to increase our FTE for staffing.
Socio-economic background	\$25951	The major use of Funding was used towards providing a teacher in the K12 classroom above our allocation. Students at Towamba Public School were also presented with a broad range of activities and experiences which were subsidised through Socio Economic funding. These activities included; the halogen Youth leadership Conference, the Festival of Instrumental Music at the Sydney Opera House, the Far South Coast Small Schools Excursion, the Small Schools Leadership Camp and the South Coast Learning Community Music Camp.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	13	8	12
Girls	11	9	7	6

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	86.9	98.3	88.7
1	97.3	90	91.5	93.5
2	91.8	91.1	95.6	85.2
3	92.9	88.9	92.9	84.9
4	92.2	89.9	94.4	89.7
5	90.2	92	93	80.6
6	92.6	85	93.5	95.3
All Years	92.8	89.1	93.6	89.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Attendance is marked daily through the EBS student management system. Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence through notifying the school through a variety of ways, although most commonly through returning a tear off slip from our weekly newsletter. If students have non attendance for more than two days the school will make contact with the family.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.07
Other Positions	0

*Full Time Equivalent

Currently there are no staff at Towamba Public School who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff are accredited at proficient level and are undergoing relevant professional learning to support the school plan and maintain accreditation. Staff have undertaken professional development in L3, Early Action for Success, Bridges out of Poverty, Mini/Multitilt, LMBR and mandatory training in anaphylaxis, code of conduct, child protection and CPR training.

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

Financial information

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

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

Receipts	\$
Balance brought forward	72,381
Global funds	37,945
Tied funds	18,687
School & community sources	6,458
Interest	1,003
Trust receipts	8
Canteen	0
Total Receipts	64,102
Payments	
Teaching & learning	
Key Learning Areas	8,983
Excursions	481
Extracurricular dissections	2,926
Library	349
Training & Development	0
Tied Funds Payments	26,501
Short Term Relief	5,088
Administration & Office	14,899
Canteen Payments	0
Utilities	1,673
Maintenance	749
Trust Payments	91
Capital Programs	0
Total Payments	61,740
Balance carried forward	74,743

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	135,098
Appropriation	128,314
Sale of Goods and Services	0
Grants and Contributions	6,500
Gain and Loss	0
Other Revenue	0
Investment Income	284
Expenses	-80,025
Recurrent Expenses	-80,025
Employee Related	-59,263
Operating Expenses	-20,761
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,074
Balance Carried Forward	55,074

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.

Our school transitioned to the LMBR and SAP Finance system in mid 2017, involving a steep learning curve for admin manager, principal and Relieving Principal, especially in a time of Principal changeover.

The Annual Financial Statement via OASIS was done in May before the school transitioned to LMBR. A second AFS via the new SAP system was completed for the year up to 31 Dec 2017.

Rather than operate as a single K–6 class, Towamba School is still prioritising the use of funds to maintain two separate classes for the majority of the week, as this is seen as hugely beneficial for students' learning experiences.

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	262,220
Base Per Capita	2,292
Base Location	8,136
Other Base	251,791
Equity Total	51,832
Equity Aboriginal	3,996
Equity Socio economic	25,951
Equity Language	0
Equity Disability	21,886
Targeted Total	0
Other Total	26,782
Grand Total	340,834

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.

NAPLAN trend data for students completing the 2017 NAPLAN assessments in numeracy at Towamba Public School were unreliable due to the small student numbers completing the tests. In 2017 3 students in total completed in NAPLAN consisting of two grade 3 students and one grade 5 student. Value add for years K – 3 was 9.8 with a target of 10. Value add for years 3 – 5 was 88.3 in 2017 with a target of 85.

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K – 3 was 9.8 with a target of 10. Value add for years 3 – 5 was 88.3 in 2017 with a target of 85.

In addition to mandatory NAPLAN assessment, students at Towamba Public School were regularly tracked in their academic progress against the cluster markers of the Department of Education (DoE) literacy and numeracy continuums. Results were uploaded to the Planning Literacy And Numeracy (PLAN) website in terms 1, 2, 3, and 4 and students progress regularly monitored and updated through school and classroom assessment. All students beginning Kindergarten were assessed according to the Department of Education's Best Start guidelines in Week 1, Term 1, 2017 and results uploaded to PLAN.