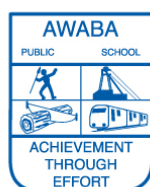


Awaba Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Awaba 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.

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Teaching Principal

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School background

School vision statement

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

School context

Awaba Public School's school motto is "Achievement Through Effort". The school is situated on the western fringe of Lake Macquarie. The current enrolment is 38 students, three of whom are Aboriginal. We have two mainstream classes, K–2 and 3–6.

The school receives Socio–economical Background Funding, Integration Funding and Low–Level Adjustment for Disability Funding. The P&C are extremely active and have been integral in promotional activities, school grounds improvements and support of learning endeavours.

Awaba Public School has experienced a high percentage of growth in student enrolments due to student successes, systematic school promotion and strong bonds with parents and carers and the broader community.

Awaba Public School enjoys a small school alliance between Argenton PS, Boolaroo PS, and Fassifern PS.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework and participated in external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: The staff of Awaba Public School demonstrate a commitment to the learning progression of all students. There are strong partnerships with parents and carers to aid student achievement. Transition programs are comprehensive and deliver support for students with special needs. A strong partnership exists with our feeder high school, Toronto, for taster lessons, GATS sessions and orientation days. PAT testing is conducted prior to entry into year 7 and the results are shared with the primary schools. Attendance is a focus in the 2018–2020 school plan. The processes and policies employed by the school aim to educate parents on the importance of student engagement and continuity of learning. A multi–faceted, holistic approach to wellbeing is embedded in all practice, to provide students with an optimum environment for learning. Positive and respectful relationships are evident and widespread with the support of the parents and carers. Student behaviour incidents have demonstrated a decline from the same time last year. Awaba Public School is part of a Small School's Alliance which caters for staff and student development alike. Teachers share programs and share responsibilities across small schools for sporting events. Teaching and learning programs involve students in the unpacking of their own curriculum and teach how to improve from self–assessment. Students and parents are better informed about learning expectations. All programs include differentiation, taking into account individual strengths and weaknesses. An active Learning Support Team monitors and reviews student progression. Teachers collect and analyse a broad range of assessment data to inform planning and teaching. Students are plotted on continuums and students found to be at risk of minimum growth are timetabled for support. Parents and carers are involved in 3–way conferences. Students present a report book at the conference, which supports their outlined achievements in the academic report. There has been outstanding support and feedback for this process. In 2017 the academic reports were reviewed to better inform students and parents of learning expectations. Survey feedback was unanimously positive regarding the changes in 2018. NAPLAN data is used to inform teaching on an individual item basis. The school focuses on student growth. Students typically achieve greater than expected growth across the board. This trend continues into year 7, where students typically exceed expected growth across all key areas. There is a positive trend evident in value–add over the last three years.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Teachers share curriculum knowledge, feedback and information regarding student progression during staff meetings and in Learning Support Team meetings. Parental support and reinforcement are evident by demonstrated growth in student achievement data. Explicit teaching and effective classroom management processes, school–wide, engage all students

in productive learning, with minimal disruption. Teachers interpret data from many sources to create the whole picture of the student, taking into account individual needs. Consistent teacher judgment is supported by set criteria for assessment and by following syllabus outcomes. Teachers are open to sharing self-reflections and professional development targets in order to deliver best practice learning experiences. Teachers complete surveys to reflect on their own performance and that of their students. They assess their programs against the teaching standards and share their results. Individual feedback around teacher Professional Development Plans support improvement throughout the year. Team teaching and group professional learning opportunities are utilised to support the development of quality teaching practice. The LaST timetable supports teachers and students through the flexible allocation of funding resources. These are key factors in implementing successful student centred programs, with high expectations.

The results of this process indicated that in the School Excellence Framework domain of Leading: Small schools maintain an all-inclusive management team. Staff share roles and responsibilities to lead in community engagement and school priorities. All staff attend staff meetings and share in student welfare, school management data, school planning and student progress reports. Staff formulated the school plan to meet the needs of the students and the school community. Milestones are monitored to ensure the progression of strategic directions. Parents and the community were consulted regarding strategic directions at Parent and Community meetings with a high level of success and support. Data was analysed to deliver the Annual School Report with regards to resource allocation and student and parent data. The school is committed to continuous improvement and is flexible in the allocation of staff and resources. Student needs and resources are at the centre of evaluations in order to achieve improved student outcomes. Parents and the community utilise relationships with community groups for fundraising opportunities and school promotion activities. School facilities and resources are factored into the financial planning to ensure quality maintenance and acquisition. The school solicits feedback in all areas and has received a great deal of verbal and written statements of praise. There is a whole school approach to an open door policy, which has resulted in a high level of community satisfaction and engagement.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality teaching and learning

Purpose

To deliver an equitable, reliable and challenging learning environment, based on quality, consistency and a high level of professional practice.

Overall summary of progress

A crucial factor of delivering quality teaching and learning is to uphold high expectations and allow students to share in the ownership of their learning. Teachers identified student achievement towards learning outcomes was attributed to specific, targeted learning programs, student self-assessment and rigorous goal-setting. This is evidenced by high student growth. All students are supported to set and reach goals, in partnerships with parents. 3-way conferencing and support meetings were utilised throughout the year to establish agreed goals and outline implementation strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums relevant to expected timeframes.	\$20 782 – LaST support \$2 000 – teacher support and data analysis time	Student growth in NAPLAN was evidenced to be higher than Same Size Schools and also higher than the state average growth, across all aspects. School data also demonstrated achievement towards the target.
Increased use of continuums as a tool to effectively monitor student learning.	\$1 200 Teacher training and Learning	Students were plotted on continuums and students were celebrated and targeted for ongoing group and individual support.

Next Steps

Teachers are engaging in learning around the Progressions and will be liaising with teachers from other small schools that are already using them to move into the next phase of identifying student learning needs.

Teachers will be involving students and parents in the planning for learning stage across Key Learning Areas and fostering knowledge of the expectations of student outcomes.



Strategic Direction 2

Engaging personalised learning

Purpose

To engage students in a personalised learning environment that motivates, nurtures, guides, challenges and inspires, through explicit and meaningful experiences.

Overall summary of progress

The school Learning Support Team worked collaboratively to identify evidence-based approaches for individual learning needs within the classroom and individually. All staff, including support staff, engaged in fortnightly meetings to monitor and review learning provisions towards student achievement.

Staff programs were modified to address student needs and students regularly engaged in self-assessment and peer assessment activities, in a trusting environment, to aid in goal setting.

The Learning and Support Teacher provided withdrawal and in-class support for students and teaching staff. Teachers delivered a broad range of opportunities for the individual student to shine. Learning experiences such as; debating, Spelling Bee, Maths Competitions, gardening groups, small schools sporting combined events, Small Schools Touch Football, sewing lessons (parent run), drawing groups, homework club (parent run) and computing groups, allowed personalised engagement to thrive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate achievement of personal goals.	\$10 391 – Teacher release time and planning time \$2 500 – Student access to diverse learning experiences	In order to maximise student achievement towards personal learning goals, staff reviewed the use of resources in teaching and learning programs and purchased resources which better cater for explicit teaching in reading and writing. Students created rubrics and conducted self-assessments. Students worked towards attainable goals.

Next Steps

Teachers are developing student self-assessment rubrics and goals setting aspects across the Key Learning Areas.



Strategic Direction 3

Creative communications and connections

Purpose

To enrich positive, compassionate and trusting relationships, which identify needs and support an inclusive, vibrant school culture, which is flexible and dynamic.

Overall summary of progress

Awaba Public School implemented a whole school focus on wellbeing and integrated it into the curriculum. Consistent collection of data from students, parents and staff provided positive growth in wellbeing provisions, evidenced in student engagement, peer relationships and learning achievement.

"Skill Streaming" lessons provided a whole school and community language regarding social skills, as the skills were published in the weekly newsletter. Students, as well as teachers, provided feedback and positive reinforcement to each other in the classroom and the playground through a positive reward system called, "You've Been Spotted". Students recognised each other by giving spot stickers for practicing the skill.

Student attendance is a focus in the 2018–2020 School Plan. Staff utilise data analysis to identify and address attendance patterns and concerns. Students reflected on their attendance by completing their own chart each term, which was included in the academic report. This was a powerful learning activity for the students. Communication around student attendance was delivered to parents through the weekly newsletter and at P&C meetings. As a result, Awaba Public School exceeded the state average for attendance and audit requirements were met.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based wellbeing data demonstrates positive growth.	\$200 – resources for "you've Been Spotted." \$1 000 – teacher time for planning skills lessons	School self assessment data demonstrated growth towards Excellence in the External Validation process in Wellbeing. Internal data demonstrated positive growth in students behaviour records.
Attendance data will demonstrate consistent improvement in term percentage reports.		Student attendance data remained static and Home School Liaison support was sought to aid in individual cases.

Next Steps

Wellbeing practices will continue into 2019 with the student leaders becoming involved in the delivery of the "Skills Streaming" lessons. The powerful peer to peer reinforcement strategy of "You've Been Spotted" will continue into next year.

In 2019 the attendance focus will be to continue to provide education to parents and the community around the importance of linking absenteeism to student achievement of learning outcomes. Attendance data and statistics will be a regular agenda item at P&C meetings, in newsletters and on social media platforms.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$731 + \$1676 A balance was brought forward due to a program collapse.	A portion of the funding was utilised for teacher support to aid in personal goal setting activities. The remainder of funds allowed for a cultural excursion to Glenrock Lagoon. It was entirely planned and executed by the Aboriginal students themselves. This resulted in increased confidence and a sense of pride. Another excursion process is planned for 2019.
Low level adjustment for disability	\$2 580	These funds were pooled to provide the stability of a full time temporary teacher on the K12 class. This resulted in minimal disruption to class time and consistent student progress towards learning outcomes.
Quality Teaching, Successful Students (QTSS)	\$5 622	These funds were pooled to provide the stability of a full time temporary teacher on the K12 class. This resulted in minimal disruption to class time.
Socio-economic background	\$20 782	These funds were pooled to provide the stability of a full time temporary teacher on the K12 class. This resulted in minimal disruption to class time.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	15	22	19	23
Girls	13	14	16	15

Awaba Public School has welcomed annual positive growth in enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.9	88.9	95.3	94.6
1	97.8	94.6	94	89.2
2	97.5	96.4	94.1	93.5
3	92.7	91.7	98.3	95.4
4	95.5	98.7	93.9	97.5
5	95.2	97.8	95.5	94.9
6	97.3	92.8		95.9
All Years	95	93.4	95.1	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4		92.5
All Years	94	94	94	93.4

Management of non-attendance

Awaba Public School follows a strict attendance policy where students, parents and carers are contacted by phone or text after the second day of absence. Absentee notes are distributed after the 5th day of an unexplained absence. Attendance requirements are published throughout the year in the newsletter. All students are expected to be at school every day, unless due to absence from illness. Awaba Public School's attendance data exceeds the State average and community value is an important component of our strategic directions.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are no Aboriginal staff at Awaba Public School.

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

Staff Development Days in 2018 accomplished mandatory requirements such as Child protection updates, Anaphylaxis Face to face training, CPR, school initiatives and the preparation of the External Validation package. This resulted in staff attaining compliance and identifying common goals to work towards to maximise student learning outcomes. \$4 969 was spent on Professional Learning. Awaba Public School had one full time teacher, one full-time temporary teacher and one teaching principal, maintaining accreditation at Proficient in the Australian Professional Standards for Teachers.

Teachers participated in school-based professional learning which successfully presented an External Validation package to a panel of peer principals in September. Teaching staff shared a common goal in their Professional Development Plans to improve student achievement in writing, through evidence-based practices. Two classroom teachers attended the "Seven Steps to Writing Success" two-day workshop. This resulted in a whole school writing focus and scope and sequence formulation.

Staff also took part in numerous training opportunities including and not limited to Principal Network Meetings, Small School Alliance Meetings, Learning and Support

modules, WHS modules, financial training, financial planning and budgeting tool training, SAP HR training, debating workshops, SASS annual conference, External Validation principal support sessions, and staff meetings dedicated to teaching and learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	53,729
Revenue	587,652
Appropriation	570,261
Sale of Goods and Services	1,486
Grants and Contributions	15,636
Gain and Loss	0
Other Revenue	0
Investment Income	268
Expenses	-560,194
Recurrent Expenses	-560,194
Employee Related	-508,798
Operating Expenses	-51,396
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,458
Balance Carried Forward	81,187

The school plan, along with Professional Development Plans, provide staff with an agreed course of resource expenditure to best suit the needs of the students and cater for development. There is always room for flexibility if new needs arise and in the interests of student engagement and motivation.

The grants and contributions obtained in 2018 were obtained from the Premier's Sporting Challenge, sporting travel and lesson instruction grants. Awaba also benefitted from community donations such as Kiwanis.

Tree maintenance and concrete surfaces will be completed in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	441,015
Base Per Capita	6,768
Base Location	0
Other Base	434,247
Equity Total	44,915
Equity Aboriginal	731
Equity Socio economic	31,194
Equity Language	0
Equity Disability	12,991
Targeted Total	62,976
Other Total	5,894
Grand Total	554,800

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The analysis of School Level Scaled Growth as compared to the State Level returned outstanding results across the four domains of literacy. In Reading,

student growth was 117.6 against 82.7 for the state. In Spelling, it was 115.1 as compared to 79.7. Grammar and Punctuation rose to 98.6 as compared to 68.3 and Writing scored 118.3, where state growth was 47.6. Students that achieved at or above also scored higher than the state in all four domains of literacy.

Analysis of School Level Scaled Growth as compared to the State Level in Numeracy has followed the success of the Literacy results. In Numeracy, students achieved 97.9 points of growth as compared to 93.1 in the state results. Students achieving at or above expected growth have also achieved a high level, 66.7 when compared to the state level of 59.8.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2018, students participated in the Tell Them From Me Student Survey. The survey provided an insight into student engagement, wellbeing and effective teaching practices, from the perspective of students. The Tell Them From Me Student Survey included nine measures of student engagement, alongside the five drivers of student outcomes. These were scored on a ten-point scale and compared to other NSW Government schools in September. The results of each area are as follows:

Student participation in extra-curricular activities – 7.8 for Awaba as compared to 5.5 for NSW government schools.

Students participate in school sports – 8.9 as compared to 8.3

Expectations for success – 9.0 as compared to 8.7

Effort at school – 8.9 as compared to 8.8

Effective learning time – 8.5 as compared to 8.0

Students with a positive sense of belonging – 7.9 as compared to 8.1

Students value learning – 9.5 as compared to 9.6

Victims of bullying – 2.6 as compared to 3.6

We can make the conclusion that the engagement measures we have put in place socially, institutionally and intellectually have been positive with our students, with room for improvement. In 2019, social and institutional student engagement will continue to play a key role in the school plan.

The Tell Them From Me Student Survey illustrated that students:

- have a greater chance of participating in extra-curricular activities compared to other
- have a higher rate of participation in school sports with an instructor
- are on par with other schools in relation to positive relationships and value education
- demonstrate positive behaviours and place effort in school
- are less likely to experience bullying

Areas for development include improving positive homework behaviours and for students to maintain positive relationships with their peers overtime.

Policy requirements

Aboriginal education

Aboriginal Education is integrated across the key learning Areas. Staff have significant experience in schools with a high proportion of Aboriginal students, which ensure perspectives are an integral part of school programs. Stronger Smarter Training has embedded practices such as Check-in circles and the recognition of all cultures. Our Aboriginal students play a key role in the organisation of their own Personal Learning Pathway plan and organise opportunities for cultural knowledge and activities in our school and community. In April Aboriginal students organised a cultural walking tour of Glenrock Lagoon. They emailed and telephoned National Parks staff to relay their ideas for the tour. Our year 6 student was successful in applying for a grant, offered by Sydney Living Museums, that provided transportation for the excursion. These activities resulted in students gaining knowledge of their local area, with an Aboriginal perspective and provided a sense of accomplishment and pride for the organisers.

Multicultural and anti-racism education

Students studied aspects of multiculturalism, as a part of the content, in Key Learning Areas, across all stages. We have taken a whole school approach in teaching socialisation skills. Students across all stages are being taught to be a good friend, to be respectful, to be kind, and to understand their feelings and emotions. The whole school has an understanding and an acceptance of differences. We celebrate Australia's cultural diversity on the 21st March each year. Students rotate through Harmony Day activities that enhance their understanding, encourage values and promote participation. As part of Harmony Day, we also celebrate Down Syndrome Day, which highlights the lives and achievements of those with Down Syndrome.

A staff member fills the Anti-Racism Contact Officer position. There were no incidents of racism in 2018.

Other school programs

Environmental Education

Environmental Education is a high priority amongst the students, staff and community. The Environment Teams (E-Teams) involve students across all years. They are responsible for recycling, composting and the removal of rubbish within the school environment. The students were the winners of the Lake Macquarie Environment awards for 2018, in the overall Primary category. Stage 3 students also participated in a Wetlands network day, where they learned about the efforts other schools were making towards caring for our environment and they shared their ideas. They planned to make Nude Food operate for two days a week, Tuesday and Wednesday, in 2019. Collect and earn operates within our school and items are brought to school from the entire community. The collection money goes towards the subsidy of the annual Stage 3 excursion. The herb garden was designed to utilise recycled milk cartons and provide a market garden for family and community use. Students compost and prepare the gardens beds for each planting season.