

Canobolas Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of **Canobolas Public school** as an account of the school's operations and achievements throughout the year.

The report 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.

Megan Manson

Principal

School contact details

Canobolas Public School

Canobolas Rd

Orange, 2800

www.canobolas-p.schools.nsw.edu.au

canobolas-p.school@det.nsw.edu.au

6365 3282

School background

School vision statement

Canobolas Public School aims to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. The school expectation is that every student, every teacher and every leader improves every year. Canobolas Public School aims to foster an environment where every student is known, valued and cared for.

School context

Canobolas Public School was established in 1864 in an orchard area six kilometres south west of Orange. Looking forward, the school aims to continue engaging students with innovative, evidence based teaching programs involving technology and effective pedagogy, while always maintaining strong ties with the community. The school has five classes and future enrolments are strong.

Many opportunities are presented to students including the chance to perform, compete and participate in events around the region and beyond.

The school operates an outstanding concert band program for students in Years 3 to 6. Creative and Performing Arts are highly valued in our school context.

Canobolas Public School belongs to the Orange Small Schools Association (OSSA). Students participate in a wide range of curriculum opportunities created by this organisation including swimming and athletics carnivals, team sports and curriculum days.

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, the 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 Learning domain, students are encouraged by everyone in the school community to continually improve and to strive for excellence. There is a positive learning culture at Canobolas Public School that extends into the domain of wellbeing; students feel secure, known and cared-for. Respectful relationships are evident and widespread among students, staff and parents. Staff continue to deliver quality learning programs which cater for differences, inspire learning and recognise strengths and interests of students. By developing the Visible Learning model at Canobolas Public School, students are aware of learning intentions and success criteria in their learning. Assessment information is analysed to best support students and to promote improvement for all students. Most students sit above the state average in NAPLAN reading, writing and numeracy results.

In the Teaching domain, all staff have embraced the Visible Learning model of teaching and learning. This involves evidence-based teaching methods that optimise learning progress for all students across the full range of abilities. Teachers provide feedback to effectively guide learning rather than to merely praise. The feedback relates directly to the learning intentions and success criteria which makes it relevant for students. Teachers gather and analyse student achievement data from a range of sources to guide teaching and learning programs. Collaborative practice among teachers includes professional discussions, classroom observations, modelling of effective practice and provision of feedback.

The Leadership team establishes a professional learning culture which is focused on the continuous improvement of teaching and learning, and the wellbeing of the students. They support and encourage change that leads to student improvement. Leaders ensure that staff know what they need to do to address the strategic directions and meet the school's improvement measures stated in the school plan. The Leadership team seeks feedback about community satisfaction and responds to their findings.

The self-assessment process will assist the school to refine the school plan, leading to further improvements in the delivery of education to all students.

For more information about the School Excellence Framework:

Strategic Direction 1

Future-focused Learning

Purpose

Our purpose is to develop a whole school approach to the delivery of quality learning experiences and student wellbeing that is focused and differentiated thereby enabling student engagement and success.

Overall summary of progress

In 2018, all teaching staff began the process of embedding Visible Learning methodologies in the classrooms. The goal is that all students achieve at least a year's growth for a year's learning.

The introduction of this teaching methodology has been enthusiastically accepted into all classrooms. Students are learning what a good learner looks like; they can articulate this as well as understand how it applies to their own learning.

Flexible learning spaces have been introduced into classrooms to allow students to work in ways that suit them. Standing tables, breakout areas, lounges with laptop tables and jellybean learning centres have been adapted to break away from traditional ways of sitting at a desk. Classroom strategies have adapted to this as well; for example guided work groups, reciprocal reading groups and individual maths programs on laptops.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing.	Nil	<p>All classroom programs included learning around resilience and wellbeing. The Bounce Back program was used among others.</p> <p>Staff proactively contacted selected parents in weeks 3, 6, and 9 to discuss student progress.</p> <p>'Check-ins' were implemented for students in need at regular, defined times of the day to improve their wellbeing and communication.</p> <p>Discipline policy was reviewed.</p> <p>School counsellor implemented focused small-group targeted learning.</p> <p>Staff have developed tighter processes for recording and responding to incidents.</p> <p>More staff are in the playground at playtimes to reduce incidents. Targeted students have provisions for playground participation.</p> <p>Year 5 and 6 students ran organised activities at lunchtime to ensure a large amount of students were engaged and had directed play.</p> <p>Positive, genuine feedback given to students at lines for displaying positive behaviours.</p>
Every student achieves at least a year's growth for a year's learning.	<p>\$855 PAT and TORCH subscription(ACER)</p> <p>\$1,950 Maths Pathway</p>	<p>Progressive Achievement Tests (PAT testing) in reading comprehension and numeracy occurred at the beginning of the year to be used as baseline data. Other measures such as Tests of Reading Comprehension (TORCH) and SA Spelling were also used to measure growth. In stage 3, growth is measured in the Maths Pathway program.</p>

Next Steps

Extra supervision to continue in the playground, including the addition of an Student Learning Support Officer (SLSO) and extra teaching staff.

Staff to continue 3, 6, 9 communications with parents.

Resilience programs to continue in classrooms.

Entries onto Sentral will be formalised to include Who, Where, What, When and Why.

Deeper analysis into PAT, TORCH and SA testing in measuring growth. Assessment timetable to be revised.

Strategic Direction 2

Evidence Informed Teaching

Purpose

To provide a stimulating and engaging environment for educators where evidence-based practice is embedded into teaching and learning programs, and where positive collaboration and evaluation of teaching and learning is embedded in our school culture.

Overall summary of progress

In 2018, all staff were trained in Visible Learning which uses evidence based 'best practice' to improve the learning impact of a teacher on their students. School leaders attended the 'Evidence into Action' workshop and wrote an Action Plan for the school to work towards. All staff attended meetings throughout the year, where teachers shared their experiences and successes with the Visual Learning plan. This kept all staff on track with their progress to ensure it became embedded in everyday practice.

The Literacy and Numeracy progressions were introduced to staff who familiarised themselves with the levels to improve their understanding of the academic expectations for each stage. PAT and TORCH testing were a source of information when looking for student growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use evidence informed teaching strategies	\$3,700 Visible Learning Professional Learning (PL) \$1500 Casual relief	All teachers gained professional development in Visible Learning. Teachers routinely use strategies such as success criteria, learning goals and effective feedback to enhance student learning.
All staff regularly use and analyse internal and external data to inform and improve teaching practice.	\$855	Teachers and the learning support team discuss and analyse NAPLAN, PAT and SA spelling data to determine which students need greater support. The data also informs staff on what areas of learning should be targeted. Learning progressions are being utilised in some classes.
An increased number of high performing staff measured against the Australian Professional Teaching Standards		

Next Steps

All staff will undertake Module 2 of Visible learning PL (Building and Developing Visible Learners).

Staff meetings centred around Visible Learning progress and ideas.

Whole staff using Literacy and Numeracy Progressions.

Teaching staff undertaking NESA accredited PL to complete accreditation hours, being up to date on eTAMS, tracking PL hours and relating training to Teaching Standards.

Quality Teaching Rounds where teaching standards are the focus of lesson observations and feedback.

Strategic Direction 3

Quality Instructional Leadership

Purpose

To provide leadership that supports a culture of high expectations and community engagement which leads to sustained and measurable whole-school improvement.

Overall summary of progress

In 2018, all staff gave presentations at staff meetings on topics of expertise to develop other staff. For example Schedule for Early Numeracy Assessment (SENA) Testing, Language, Learning and Literacy (L3), Learning progressions, Success Criteria and Learning Goals, Programming, Maths Pathway and Mathletics. All staff were given funding to observe exceptional teachers working in other schools to further develop their teaching practice. The Principal observed all staff teach and gave them explicit feedback on their lesson and suggestions on areas that could be further improved.

Canobolas Public School staff attended OSSA Network meetings where staff share skills and knowledge with teachers from other schools. This involved OSSA teachers from each stage sharing programs, teaching strategies, lessons and resources that they have had success with in their classrooms. All teachers presented their work and gave feedback to others to reflect on and improve their overall practice.

The Canobolas Public School community was surveyed about aspects of the school using the 360 tool. As the response size was too small to measure, the school conducted another survey which yielded a bigger response and valuable feedback for the school. Results showed that parents value the school environment, the staff, the community feel and the music. Parents have been more involved in classrooms, developing individual learning plans and the planning of the new playground design.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of staff involved in leadership opportunities within the school as well as in communities of schools.		All staff presented to Canobolas and OSSA staff in areas of expertise. Staff have taken on extra responsibility organising and running sporting days, Aboriginal cultural days and parent information sessions.
Increased parent and community involvement in the school.		Canobolas had increased parent and community involvement in the school through inviting parents into classrooms for reading groups, inviting parents to share their ideas for a new playground through a committee. and holding a parent open day. Staff made contact with selected parents on a weeks 3, 6 and 9 schedule to keep lines of communication open. Teaching staff developed and implemented individual learning plans for selected students in collaboration with their parents. Some classrooms used SeeSaw as a daily communication tool. The school worked closely with the P&C through parent welcome BBQs, cake day and other events. The school looked for feedback to assist with decision making in the future by sending out a 360 survey for staff, parents and students.

Next Steps

Canobolas staff will continue to develop others by presenting in areas of expertise at staff meetings.

The Leadership team will continue to observe and give feedback on lessons using the Teaching Standards as a guide.

The school will survey more parents and children to gain a greater sample size of data.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,892	Funds in this area were used to incorporate several cultural activities as follows. <ul style="list-style-type: none"> • All students attended a Wiradjuri Culture day • Selected students attended a Wiradjuri language workshop • Staff member for support in playground for identified children • Students from Canobolas received awards at the Naidoc March • Year 3 marched alongside other schools at the Naidoc march for the first time • Plans are underway to perform in the Nairoc activities next year and to build a talking circle in the playground
Low level adjustment for disability	\$28,618 0.200 FTE (\$20,823) Flexible (\$7,796)	Funding was used to supplement Learning Support programs in the school. Identified students benefitted from individual or small group targeted work. All students made measureable progress.
Quality Teaching, Successful Students (QTSS)	\$18,844	Staff were released from class to observe teaching practice in other contexts, mentor others, support others, gather data and jointly develop units of work. Staff developed their professional capacity through these activities.
Socio-economic background	\$7,964	Funding was used to supplement Learning Support programs in the school. Identified students benefitted from individual or small group targeted work. All students made measureable progress.
Support for beginning teachers	\$8,100	Funds were used to support one Beginning Teacher by providing release from classroom teaching to work on program initiatives and to attend AECG meetings.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	64	54	54	57
Girls	51	55	55	59

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	94.7	95.4	98.2
1	97.5	93.7	95.9	95.3
2	96.7	94.5	95.6	96.4
3	95.1	96.5	96.6	94.5
4	97.4	96.3	96	96.8
5	98.1	97.4	97.2	95.7
6	96.8	97	97.3	96.4
All Years	96.8	95.6	96.3	96.2
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	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

- Student attendance is consistently above the NSW Department of Education averages.
- Non-attendance is actioned promptly by seeking explanation from parents or caregivers either by phone or letter.
- Student attendance is monitored closely by teaching and SASS staff and overseen by the Principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

One staff member, or 12.6%, identifies as Aboriginal.

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	

Professional learning and teacher accreditation

All staff engaged in professional learning programs over the course of the year. Additionally, staff were encouraged to mentor, support and lead others in their workplace.

Formal professional learning included specialist training in the following:

- SpellIt
- L3 – Literacy
- TEN Training
- Budget and Financial Management
- Visible Learning
- Seven Steps of Writing Success
- Leadership Training
- LMBR
- Autism

All staff have achieved status as a Proficient Teacher in NSW schools.

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	48,950
Revenue	1,050,477
Appropriation	1,002,222
Sale of Goods and Services	30
Grants and Contributions	47,574
Gain and Loss	0
Other Revenue	0
Investment Income	651
Expenses	-1,028,507
Recurrent Expenses	-1,028,507
Employee Related	-923,490
Operating Expenses	-105,017
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,970
Balance Carried Forward	70,920

The Leadership and Administration team meet regularly to discuss current financial position in regards to the budget, in particular the funded programs. Expenditure is costed using the budget tool and entered into the budget for the year.

The school has carried forward a balance of \$70,920. Funding has been reserved for the following projects; \$10,000 for playground upgrade, \$5,000 for digital classroom board, \$10,000 for extra support in literacy and numeracy programs, \$15,000 for SLSO top up salary to complement integration funding and \$1,000 for concert production.

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	930,396
Base Per Capita	21,077
Base Location	1,780
Other Base	907,538
Equity Total	41,474
Equity Aboriginal	4,892
Equity Socio economic	7,964
Equity Language	0
Equity Disability	28,618
Targeted Total	0
Other Total	19,559
Grand Total	991,430

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

School-based assessment

In addition to the NAPLAN assessment of students in Years 3 and 5, students in Kindergarten participate in the Best Start assessment of early literacy and numeracy. Information from this becomes the baseline data and informs program building for the early years of schooling.

Reading benchmark data for 2018 for students in K–2 shows that 56% of students achieved above the grade benchmark. Students in Year 2 performed less well than in the other grades. Targeted intervention for these students will continue into 2019.

TORCH reading comprehension data for students in Years 3–6 shows that 76% of students achieved in the 70th percentile or above, with less than 1% recording a percentile less than fifty. TORCH reading comprehension data is collected at the end of each semester.

Students in Years 1 to 6 were assessed with standardised PAT testing in Reading and Numeracy. Results aligned with NAPLAN results.

Learning growth for students in Stage 3 maths is measured in Maths Pathway. Data shows Stage 3 growth across the year as at 147%, where 100% is equivalent to a whole year's growth.

All assessment data informs future individual student

and whole school planning.

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.

Literacy assessment is reported on the areas of Grammar and Punctuation, Reading, Writing and Spelling. The majority of Year 3 students (70%) and Year 5 students (62%) scored above the state DoE average across the areas of Literacy. Students scoring in the lower two bands have been identified and receive assistance through quality teaching or learning support.

In NAPLAN Numeracy testing, 76% of Year 3 students and 71% of Year 5 students scored above the state DoE average. Students in the lower two bands have been identified and receive assistance through quality teaching or learning support.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Student performance in relation to the *Premier's Priorities: Improving Education Results*, is as follows;

In Literacy and Numeracy, 51% of students at Canobolas Public School achieved in the top two bands in both Year 3 and Year 5.

Parent/caregiver, student, teacher satisfaction

Parents from Years 1, 3 and 5 were surveyed using the School Customer Service 360 Reflection tool. The response size was too small to derive useful information.

The school conducted its own survey on Open Day to obtain data from the community. The results were very positive with many reasons given about what is valued by the community. The school environment, the staff and the 'community feel' were high on the list. The reputation of the school, music/ band and the freedom for children to play creatively were highly valued as well. There is a feeling of trust that exists in the school community.

Students responded to the same survey with similar aspects that they valued. Students feel that they are valued and cared for.

Staff responded to a Relational Trust survey in which they reported that all teachers trust and respect each other and that they receive feedback from leaders and each other about their craft.

Policy requirements

Aboriginal education

Canobolas Public School received funding for children with Aboriginal backgrounds. Funds were put towards the following;

- a part-time SLSO for assisting with identified students in the playground
- assisting identified students with literacy and numeracy
- participation in the Naidoc march
- participation in Wiradjuri Culture and Language day

Multicultural and anti-racism education

The school regularly reviews teaching programs to ensure that multicultural perspectives are included where appropriate. Students are encouraged to be active citizens in their school and the wider community.

The school has a trained anti-racism contact officer (ARCO).

Other school programs

Concert Band

Stage 2 and Stage 3 students have the opportunity to participate in a concert band program under the direction of Mrs Chris Mickle. In 2018 the band program was delivered to three groups, beginners, transition and big band. The Big Band has the opportunity to perform at community events including JAM Orange and the Australian National Field Days. The band plays at school functions and has participated in band workshops with bands from other primary schools in the

Orange community.

In 2018, students from the Big Band entered two sections in the Orange Eisteddfod and received second place in both.

Gifted and Talented Education

All students at Canobolas Public School benefit from high interest and engaging learning opportunities across all stages. Students from Stage 2 and 3 have the opportunity to participate in Tournament of the Minds, debating competitions, CWA public speaking competitions, the University of NSW testing program, the Premier's Spelling Bee as well as music, technology and sport.

The following student were successful in the UNSW testing program in 2018.

UNSW Digital Technologies

Credits – Caitlyn, Emme, Oscar and Matthew

UNSW Science

Distinctions – Emme and Oscar

Credits – Matthew, Poppy, Patrick, Juliette, Caitlyn and Georgia

UNSW Writing

Distinctions – Beatrix, Lucy M and Cedar

Credits – Lola, Poppy and Caitlyn

UNSW Spelling

High Distinction – Caitlyn

Distinctions – Matilda S and Benjamin

Credit – Cedar and Amelia C

UNSW English

Distinctions – Sarah, Caitlyn, Amelia C and Georgia

Credits – Poppy and Cedar

UNSW Mathematics

Credits – Emme, Oscar, Beatrix, Amelia S, Matilda, Matthew, Poppy, Caitlyn and Georgia

Sport and Physical Education

Students in Stages 2 and 3 have the opportunity to represent the school, district and region in a variety of sports.

In 2018 twelve students from Canobolas represented Orange at the regional level for athletics. Four of these students went on to represent the region at the state level.

The school entered the Primary Schools' Sports Association (PSSA) Rugby and Soccer state knockout competition, both teams winning at the regional level.

Students in Stage 2 and 3 benefited from visits by NSW Hockey and NSW Rugby development programs.