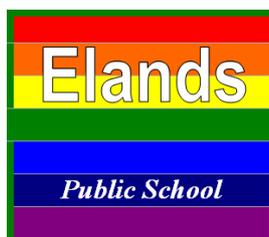


Elands Public School Annual Report



2018



1824

Introduction

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

Jo Boland

Principal

School contact details

Elands Public School

Wingham-Ellenborough Rd

Elands, 2429

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

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

6550 4557

School background

School vision statement

At Elands School we are proud of our diverse and innovative learning community that is committed to sustaining a quality teaching and learning environment through continual teaching practices.

School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40 km west of Wingham.

The school has one class K–6. Elands Public School utilises its RAM allocation and other equity funds to employ a second teacher seven days per fortnight. This enables the school to split into two classes comprising of K–2 and 3–6, Monday – Wednesday to ensure that students receive explicit teaching and learning programs designed to meet stage appropriate levels.

Elands Public School is an Early Action for Success school which is part of the NSW Literacy and Numeracy Strategy (2017–2020). This initiative aims to improve student performance through a targeted approach in the early years of school. An Instructional Leader has been attached to the school to assist teachers to implement specific programs. The strategy involves; early identification of the level of attainment in literacy and numeracy of K–3 students, using targeted interventions, differentiating teaching practices that focus on the individual needs of the student as well as on-going monitoring of student progress.

Parents and school community members actively support the education of the children. Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These affiliations allow our students to regularly participate in a variety of social, sporting and cultural events as well as opportunities for professional development of staff. The Elands School Plan reflects our school mission statement and motto—"Living to Learn – Learning to Live".

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 School Excellence Framework domain of Learning, results from the Self-assessment Survey indicate that Elands School is Sustaining and Growing in in the elements of Learning Culture, Well-being, Curriculum, Assessment and Reporting and Delivering in Student Performance Measures. The school has continued to focus on individualised and needs based learning and analysis of student assessment data to inform teaching and learning.

Throughout 2018 aspects of the Early Action for Success (EAFS) strategies have been embedded in the K–2 classroom resulting in all students achieving or exceeding EAFs literacy targets. The school's Instructional Leader demonstrated the 'Close Reading' program for students in the primary class. This strategy has been incorporated into the guided reading program, observations and internal assessment results indicate an improvement in inferential comprehension, ability to synthesise and summarise focus texts by the majority of students.

The school has continued to maintain strong links with other schools in the local and wider communities participating in a variety of activities, such as; athletics and swimming carnivals, Science and Engineering Challenge and an inaugural handball competition.

This year the school has strengthened its ties with the Flying Fox Mobile Preschool who provide a weekly service for 3–5 year old children from the local and wider community, within the school grounds. The preschool students and teachers have participated in various activities and programs, this has resulted in the preschool children feeling confident in the primary school environment and classroom teachers having knowledge of these students prior to commencing kindergarten. These extra – curricular activities and days provide opportunities for staff, students and parents to collaborate, enhance student well-being and strengthen existing networks.

In the domain of Teaching, results from the Self–assessment Survey indicate that Elands School is Sustaining and Growing in Effective Classroom Practice and Professional Standards. In the elements of Data Skills and Use and Learning and Development the school is at the Delivery level. Throughout 2018, as an Early Action for Success School, teachers have worked collaboratively with the Instructional Leader to; implement quality teaching and learning programs, monitor students' progress, analyse data and strategically target identified learning needs. External and internal assessments indicate a steady growth in student learning outcomes. Through tracking and plotting of students on focus elements of the Literacy and Numeracy Learning Progressions all staff display a sound understanding of the learning progressions. Teaching staff have continued to access professional learning to improve teaching practices and regularly evaluate the effectiveness of their teaching practices through individual or collaborative reflections.

In the domain of Leading, results from the Self–assessment Survey indicate that Elands School is Delivering in the elements of Educational Leadership and School Planning, Implementation and Reporting and is Sustaining and Growing in School Resources and Management Practices. During the year, the school has continued to have good working relationships with families and community members.

A particular focus for the 2018 – 2020 Management Plan cycle is to improve student attendance and engagement rates. Through a focused approach and consistent communication with students and parents about the benefits of regular attendance for student well–being and learning outcomes and the analysis of attendance data indicates that targeted students' attendance rates had increased throughout the year. Their assessment data also indicated an improvement in their learning outcomes. The overall attendance rate for the school remained steady.

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

Quality, consistent and dynamic teaching and learning environment

Purpose

Teachers effectively analyse student assessment data to inform future teaching and learning. Students are supported to monitor and self-assess their learning.

Overall summary of progress

In 2018 Elands Public School continued to embed Early Action for Success strategies in the Infants' classroom. The K–2 classroom teacher completed a second year of Language, Literacy and Learning (L3) professional development. The Instructional Leader's input in the school widen to the primary class throughout the year. Sharing current teaching practices and strategies in literacy benefited the teaching and learning programs in the primary classroom.

Data from students' progress in the K–2 classroom indicate all students have met or exceeded Early Action for Success literacy expectations. Assessment results for reading and comprehension in the primary class indicate a steady improvement for all students.

All students have been plotted on the Literacy and Numeracy progressions throughout the year as in line with Early Action for Success requirements.

Inter-school partnerships continue to strengthen through collaborative professional learning opportunities. Sharing of resources and knowledge benefits all key stake holders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school will increase the number of students being tracked through Early Action for Success data and analysis procedures from K–2 to K–6 using the Literacy and Numeracy Learning Progressions.	Language, Learning and Literacy Professional Development– \$1250 (casual relief)	K–2 classroom teacher completed a second year of professional development in Language, Learning and Literacy. Early Action for Success strategies embedded in Literacy Programs. All K–2 students tracked every five weeks using the Literacy and Numeracy Progressions. Years 3–6 plotted on the progressions at the end of each term.
The school is able to evidence growth from delivering to sustaining and growing or better in the elements of Assessment, Data Skills and Use and Effective Classroom Practice within the School Excellence Framework.	Professional Learning – Best Start and PLAN2 – Casual Relief \$400 Combined Small Schools Professional Learning – \$150.00 Term2 Staff Development Day – STEM Term 3 Staff Development Day–You Can Do It Program Teaching resource – You Can Do It Program and school license \$300 Teaching and Learning Resources – PM Reader sets – \$4600	Teaching staff have gained a sound understanding of learning progressions software applications. You Can Do It Educational Program successfully implemented in K–6 class. Students increased their understanding of organisational skills, setting of achievable goals and evaluating own learning. Evaluation of shared professional learning days indicates that collaboration between small schools' teaching staff, sharing of knowledge, learning programs and resources enhances teachers' capacity to provide a dynamic learning environment. Increased number of leveled reading text has enhanced guided reading program across all grades.

Next Steps

Teaching staff and Instructional Leader continue to identify and target individualised learning needs, collaboratively developing programs and strategies aimed to improve student learning outcomes and wellbeing.

Continue to strengthen interschool professional learning partnerships for all staff throughout 2019.

Strategic Direction 2

Support and challenge students to be effective, responsible and innovative learners.

Purpose

Quality educational learning programs inspire and challenge students to reach their potential. All students are valued and cared for, becoming increasingly motivated learners with the attributes and skills for future success and wellbeing.

Overall summary of progress

During 2018 the school focussed on student attendance and participation in extra-curricular activities. There was a whole school approach on being proactive in monitoring student attendance and wellbeing. Building families understanding of how regular attendance in the early years of school life is vital for later learning successes was a focus. Teaching staff had regular discussions with students to encouraged attendance and inform them of the personal benefits in participating in school events and extra curricular activities especially for their secondary stage of schooling. There was an overall improvement in student attendance and participation in extra curricular activities. It was also noted that parent involvement or attendance in school events increased.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth against the School Excellence Framework from delivering to sustaining and growing in the elements of Learning Culture and Wellbeing.	<p>Casual Music Teacher – \$1600</p> <p>Manning Entertainment Centre admission fees \$150.00</p> <p>Bus Hire for MEC excursion \$275.00</p> <p>Intensive Swimming Scheme:</p> <p>Swimming Scheme Funds \$300.00</p> <p>Remote Rural Schools Funds \$300.00</p> <p>Premier Sporting School Funds –Supplement Bus Hire for Swimming Scheme \$1800.00</p> <p>Global Funds for Swimming Scheme Bus Hire \$550.00</p>	<p>Throughout 2018 students participated in a variety of extra-curricular and social/cultural activities.</p> <ul style="list-style-type: none"> • Terms 2 and 3 weekly music lessons; K–2 responding to, rhythm and beat. Primary class; ukulele, responding to rhythm and beat. • ANZAC Day commemoration with Wingham RSL members. Students presented poems and RSL members shared stories of their past. • Combined National Day of Action and Harmony Day. Parents and community members attended a special luncheon and judged the Anti – Bullying poster competition. • Elands and Bulahdelah primary school students combined to participate in and win Science Discovery Day Challenge. • Flying Fox Mobile Preschool and Elands students combined to celebrate NAIDOC Day. • All students attended PSSA Small Schools' Athletics Carnival. Five students went on to attend the PSSA Zone Athletics Carnival. • Manning Entertainment Centre Excursion – Circus Oz performance. • Annual Intensive Swimming Scheme Program. <p>Results from informal discussions and evaluation of programs and activities, indicate an increased understanding that the school and wider community share the responsibility of students well-being and learning.</p>
To increase student attendance K–6, from 88.80% to match the NSW State Department of Education levels (94%).	Global Funds Attendance rewards \$100.00	<p>During 2018 the school targeted student attendance and participation in extra curricular activities. A number of strategies were consistently implemented.</p> <ul style="list-style-type: none"> • Information on the importance of regular attendance for students' learning outcomes and well-being were disseminated through the newsletter, daily school meetings and at P&C meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase student attendance K–6, from 88.80% to match the NSW State Department of Education levels (94%).		<ul style="list-style-type: none">• The school and Home School Liaison Officers worked closely together to target students whose attendance rates were an area for concern.• An award system was developed to recognise students' attendance at or above 90% for each term. Students received a Certificate of Attendance acknowledging their attendance.• At the end of the year, an infants and primary student were awarded with a special reward for the highest overall annual attendance.• Throughout the year the school monitored the participation rates of students attending extra-curricular activities and was proactive in informing parents of the welfare and social benefits for their child to attend these events.• Daily school meetings and the weekly talking circle provided opportunities for staff to emphasise to the students the overall benefits of regular attendance each day and participation in out of school events. <p>Evaluation of participation and attendance rates indicated that there was an overall improvement in student attendance. Discussions with parents also indicate an improved understanding of the benefits for regular attendance for their child and that attendance is regularly monitored and reasons for absences are followed through.</p>

Next Steps

In 2019 the school will continue to be proactive in recognising regular attendance and encouraging participation in extra-curricular activities. Students whose attendance begins to fall will be monitored and discussions with parents to improve rates will be initiated. Acknowledging and celebrating regular attendance will continue and regular information regarding the benefits of attending school will be disseminated through newsletter items, school meetings and via the P&C Committee.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing Entitlement– 1 day per fortnight.</p> <p>Flexible Funding \$2,573.00</p>	<p>During 2018 Aboriginal background funding was combined with other RAM and Equity funds to assist in employing the second teacher an additional two days per fortnight. This ensures students receive explicit instruction in literacy and numeracy three morning per week at appropriate age/stage levels.</p> <p>Internal and external assessments indicate that Aboriginal students' education growth matches that of the broader student population within the school.</p> <p>All students who identify as Aboriginal or Torres Strait Islander have an Individualised Learning Plan in place. These plans have been collaboratively developed with teachers, students and their families and regularly reviewed.</p> <p>Elands and Flying Fox Mobile Preschool students combined to celebrate NAIDOC Day.</p> <p>A planned wall mural was completed throughout this year with the guidance and expertise of one of our Aboriginal parents who was eagerly assist by Elands and Flying Fox preschool students.</p> <p>Connection between the school and Aboriginal and Torres Strait Islander community members continue to strengthen and students' cultural awareness and understanding of Aboriginal perspectives enhanced.</p>
Low level adjustment for disability	<p>Staffing Entitlement– 1 day per fortnight (\$10411.00).</p> <p>Flexible Funding \$2703.00, Student Learning Support Officer (SLSO) – employed four hours per week in term 1 to provide assistance to the K–2 students in the K–6 classroom.</p>	<p>Evaluation of assessment data, teaching and learning programs indicate that the maintenance of split classes three mornings per week is beneficial for students' individualised learning and well-being.</p> <p>The employment of a Student Learning Support Officer (SLSO) in the K–6 classroom environment was beneficial for K–2 students well-being.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students funding \$2082.00</p>	<p>This funding was allocated for Early Action for Success professional learning.</p>
Socio-economic background	<p>Staffing Entitlement– 1 day per fortnight (\$10,411.00)</p>	<p>These funds were allocated to assist in funding the second teacher an additional two days per fortnight.</p> <p>Monitoring of students' progress indicates excellent growth in meeting Early Action for Success expectations.</p>
Literacy and Numeracy Support	<p>Literacy and Numeracy Funds \$1120.00</p>	<p>These funds were used towards purchasing quality classroom readers (PM Readers) in line with Early Action for Success teaching and learning requirements.</p>
Location Loading	<p>\$9373.00 (9 days teacher</p>	<p>These funds were allocated to assist in</p>

Location Loading	allocation)	employing the second teacher an additional two days per fortnight. Evaluation of assessment data, teaching and learning programs and discussions with parents and staff indicate having an additional staff member on site is beneficial to the well-being of staff, students and parents.
Teaching Principals Relief	\$15600.00	These funds were used to employ the second teacher one per fortnight to provide the teaching principal release for administration duties.
Principal Support Allocation	\$11383.00	The Principal Support funds were allocated to assist in employing a School Administration Manager an additional day per week to support the teaching principal with additional administrative requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	6	6	7
Girls	10	12	7	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.2	90.3	81.6	88.4
1	83	93.2	94.1	82.7
2	92.7	87.5	96	92.6
3	95.9	90.2	80.1	92.6
4	97.3	95.7	79.6	88.3
5	91.9	95.1	92.6	90
6	98.9	91.4		82.1
All Years	92.2	91.4	88.8	88.7
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

Improving the rate of student attendance is a priority for the school for the next three years.

This year the school implemented a new system to acknowledge regular student attendance. Students whose attendance is 90% or above at the end of each term, will receive a certificate at the beginning of the following term. At the end of the year a student from each class – junior and senior with the highest rate throughout the year receives a special reward at the end of year awards ceremony.

Students whose attendance is an area of concern are closely monitored with the assistance of the Home School Liaison Officer. Regular contact and discussions

about improving student's attendance rate is made with parents of students at risk.

Information regarding the benefits of regular attendance for students is regularly disseminated through the school's newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.82

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islander and due to circumstances beyond our control opportunities to employ Indigenous teaching or non-teaching staff have not arisen.

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	50

Professional learning and teacher accreditation

- PLAN 2
- Language, Literacy and Learning (L3)
- Child Protection
- CPR
- First Aide
- Anaphylaxis – Face to Face
- e-Emergency Care
- Corruption Prevention
- Code of Conduct
- SAP Finances
- Primary Principals' Association
- Principals' Network
- You Can Do It Program

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	35,482
Revenue	323,237
Appropriation	317,323
Sale of Goods and Services	190
Grants and Contributions	5,278
Gain and Loss	0
Other Revenue	0
Investment Income	446
Expenses	-330,409
Recurrent Expenses	-330,409
Employee Related	-308,028
Operating Expenses	-22,381
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-7,172
Balance Carried Forward	28,310

The financial summary table is extracted from the Schools Overview Report – G/L Account View.

In line with the departments financial policy requirements Elands Public school:

- has established a finance committee to share decision making and to make recommendations
- has developed and planned for an annual budget
- controls and monitors revenue and expenses within the planned budget
- shares financial matters with the school's parent body
- additional funds available at the conclusion of 2018 will be directed towards; literacy, numeracy and digital technology resources

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	277,493
Base Per Capita	2,514
Base Location	9,373
Other Base	265,606
Equity Total	26,099
Equity Aboriginal	2,573
Equity Socio economic	10,411
Equity Language	0
Equity Disability	13,115
Targeted Total	0
Other Total	10,515
Grand Total	314,106

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.

Four students sat the NAPLAN – Literacy Test in 2018;

two Year 3 students and two Year 5 students. According to departmental guidelines, in line with privacy and personal information policies, information regarding student performance of NAPLAN is not to be included in this report due to the size of our school's cohort.

Four students sat the NAPLAN – Literacy Test in 2018; two Year 3 students and two Year 5 students. According to departmental guidelines, in line with privacy and personal information policies, information regarding student performance of NAPLAN is not to be included in this report due to the size of our school's cohort.

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.

According to departmental guidelines, in line with privacy and personal information policies, information regarding the Premier's priorities: Improving education results and the State priorities: Better services – improving Aboriginal education outcomes of NAPLAN is not to be included in this report due to the size of our school's cohort.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about school life. This year the Evaluation Committee focused on the Personal Development, Health and Physical Education (PD, Health & P.E.) curriculum area as well as seeking general satisfaction feedback on areas of strength and areas for improvement. An overview of their responses are presented below.

Areas of Strength:

- Personal Development was usually taught through a variety of lessons and that students' achievements were usually recognised and celebrated.
- The school has a sense of community and student well-being is a high priority.
- Syllabus delivery; strong literacy focus, various hands on activities in maths and science and a variety of visual arts lessons offered.
- Good working and learning environment, supportive of student and staff development, with

financial decisions based on student needs.

- The school focuses on healthy nutrition and environmental awareness through engaging content.

Areas for Improvement:

- More inter-school sporting activities.
- Student attendance is still an area of concern.
- Lack of involvement in the P&C.

Policy requirements

Aboriginal education

Elands Public School has a strong commitment to ensure all students are aware of and respect Aboriginal history and culture. Aboriginal perspectives are taught in all key learning areas.

During 2018 staff and students:

- Learnt about different traditional shelters and how to build Gunyah shelter.
- The Flying Fox Mobile Preschool students joined us for NAIDOC Day – helping to paint a mural with a local Aboriginal artist, playing traditional games and participating in arts and craft activities.
- Prepared and tasted traditional foods – Johnny cakes and kangaroo steaks.

Multicultural and anti-racism education

Staff continue to foster students' appreciation and understanding of cultural diversity, linguistic and religious differences between cultures.

In 2018 we combined the National Day of Action and Harmony Day activities. Parents and community members were invited to lunch. Students and guests were encouraged to bring along a family favourite meal and primary students prepared sushi rolls to share. Students also created Anti-Bullying posters and parents and community members were asked to judge the best posters from the infants and primary classes.

We continued our weekly talking circle where students voice concerns about problems that may arise in the playground. Discussion is centered around how those involved are affected and how to best solve these issues. Strategies to deal with or how to change behaviours are suggested by the other students in the circle. Treating each other with respect, acknowledging differing opinions and being tolerant of those who think differently are a high priority.