

Euabalong West Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Euabalong West 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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Principal

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School background

School vision statement

Euabalong West Public School creates resilient lifelong learners through supportive and individualised quality education.

School context

In 2018, Euabalong West Public School has an enrolment of 23 students including 12 students that identify as Aboriginal. Our school is located on beautiful grounds in the township of Euabalong West. The school caters for families located in the township of Euabalong and Euabalong West as well as families located on farming properties. The school is located in the Central West of New South Wales approximately 170 kilometres from the regional centre of Griffith.

Euabalong West Public School is organised into one class, however, we have the opportunity to split into two groups for most Key Learning Areas. The staff are supported by an Instructional Leader through the Early Action for Success initiative. This targets early intervention in the area of Literacy and Numeracy but also is extended to Years 3–6 within our context. The school is committed to evidence based teaching and learning programs including Language Learning and Literacy (L3), Focus on Reading (FoR), Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Euabalong West Public School is an integral member of the Rural Innovative Educational Network (RIEN) of small schools. Through the RIEN the school participates in a variety of student activities including Spelling Bee competitions, debating and joint excursions to promote socialisation. The school is also a key member of the Lower Lachlan Primary School Sports Association and the Lake Cargelligo Small Schools Sports Group where students are able to join with local schools for swimming and athletic carnivals.

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 2018, our staff at Euabalong West Public School has worked with the School Excellence Framework to support our aspiration towards excellence in Learning, Teaching and Leading. We dedicate time twice per term to evaluate our progress towards meeting aspects of the School Excellence Framework.

In the domain of Learning we focused on Wellbeing. Our evaluation of our school towards excellence in this element concluded that we are Sustaining and Growing. We have continued to develop a high commitment to the wellbeing of students, staff and the wider community. We have begun the process of implementing Positive Behaviour for Learning (PBL) which is leading to a more school wide and consistent approach to student wellbeing. To continue to strengthen the area of Wellbeing we will continue the journey of implementing Positive Behaviour for Learning by establishing an External Coach and completing various evaluations of our processes.

In the domain of Teaching we concentrated on the area of Professional Standards. Our evaluation of our school towards excellence in this element concluded that we are Sustaining and Growing. As all staff are now accredited with the NSW Education Standards Authority we have made it a priority for all staff to be aware of the Professional Standards for Teachers and how to effectively utilise them to improve practice. We will continue to build the capacity of staff in utilising the Professional Standards to ensure they are continually improving their practice as effective teachers.

In the domain of Leadership we focused on Management practices and processes. Our evaluation of our school towards excellence in this element concluded that we are Excelling. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The school is continuing to develop more effective administrative systems utilising the new Departmental systems such as EBS and SAP.

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 Learning & Teaching

Purpose

To improve literacy and numeracy standards of students through high quality teaching practices that are evidence based and to develop a collaborative community of learning to promote lifelong learners.

Overall summary of progress

In 2018 we have made significant progress in the area of Quality Learning and Teaching. Staff have been engaged in new professional learning that has challenged their mindsets to enhance their practice to improve student outcomes. The school has been focused on building high expectations of students in their literacy and numeracy learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth and an increase of students showing higher than expected growth in literacy & numeracy utilising NAPLAN and school identified measures.	\$400 (Resources)	–Monitoring of student progress using PAT Testing –NAPLAN data analysed using SCOUT.
An increase of students are at or beyond their learning expectations measured through the Australian Literacy & Numeracy Learning Progressions.	\$1000 (Professional Learning)	–Staff have been trained in utilising the Literacy and Numeracy progressions. –Staffing issues have prevented the collection of data towards the end of the year as there had been time periods we did not have access to an Instructional Leader through Early Action for Success.
Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AISTL) Self-Assessment Tool and in relation to the Performance Development	\$200 (Professional Learning)	–Professional Learning and commitment to using the Professional Standards in practice. –Staff completed the assessment tool to shape their Performance Development Plans
A sustainable collaborative practice system is embedded across the Rural Innovative Educational Network (RIEN) with all staff participating in meaningful collaborative practice.	\$3000 (Professional Learning)	–Principal involved in Strategic Support to support curriculum.

Next Steps

In 2019 we will continue to have:

- Mechanisms of tracking and analysing student data in PAT testing and comparing this to NAPLAN data to focus learning and support in areas of need.
- Continued support from Instructional Leader in the implementation of using the Learning Progressions to monitor student progress.
- Further commitment from staff to improve practice through research-based professional learning.
- Continuation of the Strategic Support with School Services in supporting collaborative practice within the Rural Innovative Education Network.



Strategic Direction 2

Wellbeing

Purpose

To improve the wellbeing of all by working in partnership to ensure students, staff and the school community are healthy, safe and happy, enabling them to be effectively engaged in their learning.

Overall summary of progress

In 2018 there has been a focus on wellbeing of students as we have become a Positive Behaviour for Learning School with the values of Respectful, Active and Responsible Learners. Although, the school is in the early stages of the implementation of PBL there has been a cultural shift in the way staff approach behaviour management and the way in which students interact with their peers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in school attendance data, particularly for at risk students from 2017 baseline data.	\$2500 (Staffing)	–SASS staff have been employed to administer attendance procedures in the school which has ensured tracking of student attendance can occur much easier. –Attendance for students has improved however, new measures need to be investigated into the future to encourage attendance of at risk students.
A reduction of negative incidents involving students recorded on Sentral.	\$1500 (Administration)	–New tracking system implemented with Sentral –Slight reduction in negative incidents due to the implementation of PBL
Increase of student, parent/caregiver and staff satisfaction in regards to student wellbeing compared to 2017 baseline data.	\$200 (Release for survey collation)	–Parent and student satisfaction has increased as evident by surveys and conversations.

Next Steps

In 2019 we will continue to have:

- A more focused approach to monitoring students at risk for attendance.
- Further implementation of Positive Behaviour for Learning.
- Further engagement with the community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 18086.00) • Aboriginal background loading (\$18 086.00) 	<p>–Growth in data for Aboriginal students in literacy and numeracy.</p> <p>–Employed staff to support Personalised Learning Pathways of Aboriginal students.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 8641.00) • Low level adjustment for disability (\$8 641.00) 	<p>–Growth of student data</p> <p>–Individual Learning Plans implemented and reviewed.</p> <p>–Employed staff to support students who need extra support in Literacy and Numeracy.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 3644.00) • Quality Teaching, Successful Students (QTSS) (\$3 644.00) 	<p>–Release for Principal to support professional learning of staff.</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$ 26908.00) • Socio–economic background (\$26 908.00) 	<p>–Extra staffing to support students.</p> <p>–Support for students to seek opportunities such as school camp and resources.</p>
Early Action for Success	<ul style="list-style-type: none"> • \$15000 	<p>–Resources bought to support literacy and numeracy in the early years.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	11	11	10
Girls	10	12	10	15

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	97	93.2	78.7	87.9
1	77.9	92.2	95.4	85.8
2	94.7	86.4	91.5	92.5
3	96.8	91.5	86.4	93.4
4	94.5	95.9	93.8	90.2
5	94.4	95.5	89.8	92.3
6	95.3	88.4	97.7	93.6
All Years	94.6	92.2	91.1	91.1
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

Our school attendance is regularly monitored by the Principal in consultation with the Learning and Support Team which makes referrals based on non-attendance to the Home School Liaison Officer. We continued to implement weekly attendance awards as well as Termly awards to supplement our yearly attendance award. This had a positive affect on many student's attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.68
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.93

*Full Time Equivalent

There are currently no staff that 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	33

Professional learning and teacher accreditation

All teachers participated in a range of professional learning activities throughout the year that were related to the school strategic directions and identified learning needs of individual staff members. Professional learning activities which staff were involved in included:

- Language, Learning and Literacy Kindergarten (L3)
- Early Action for Success (EAFS) Network Days
- Building Numeracy Leadership
- Principal Network Days
- RIEN Network Days
- Senior First Aid
- Enterprise Financial Planning Tool Budgeting

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	60,766
Revenue	516,814
Appropriation	487,714
Sale of Goods and Services	5,184
Grants and Contributions	23,203
Gain and Loss	0
Other Revenue	0
Investment Income	712
Expenses	-512,136
Recurrent Expenses	-512,136
Employee Related	-437,831
Operating Expenses	-74,305
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,677
Balance Carried Forward	65,443

Our school continues to use strong financial management processes and governance structures that meet financial policy requirements.

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	339,605
Base Per Capita	4,061
Base Location	18,208
Other Base	317,337
Equity Total	95,280
Equity Aboriginal	18,086
Equity Socio economic	37,319
Equity Language	0
Equity Disability	39,875
Targeted Total	17,926
Other Total	16,751
Grand Total	469,562

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.

Due to our low student numbers we are unable to report on NAPLAN results as it could identify students.

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Parent/caregiver, student, teacher satisfaction

Through a process of surveys and conversations it was noted that students, parents and staff continue to believe our school is a safe and happy environment that promotes high expectations of our students. Consultation began on the process of creating our new school plan which has been a pleasing process to see what we have been doing well and areas for opportunities to occur.



Policy requirements

Aboriginal education

All students at Euabalong West Public School are carefully monitored to see how they can learn best and to what capacity they successfully meet outcomes. Students who need extra help in any learning area have an individual learning program created through consultation with their parents and themselves that is then implemented in the classroom. Due to such a small cohort of students and a smaller cohort of students that identify as being of Aboriginal descent, we will not identify student specific programs. However, Aboriginal grant funds have been allocated to employing a Student Learning Support Officer two additional days per week to help with specific programs. Parents are engaged through an open door policy, knowing no issue is too big or inconsequential.



Multicultural and anti-racism education

Euabalong West Public School prides itself on being an all-inclusive school. Programs are created with careful thought as to how to include multi-cultural perspectives and promote the messages involved with anti-racism. Suzanne Lesker is the Euabalong West Public School Anti-Racism Contact Officer and completed her training in 2012. The school has an active community that regularly supports activities within the school. Activities such as sporting carnivals and events, presentations, community in school days and a general open door policy provides opportunities for community engagement.