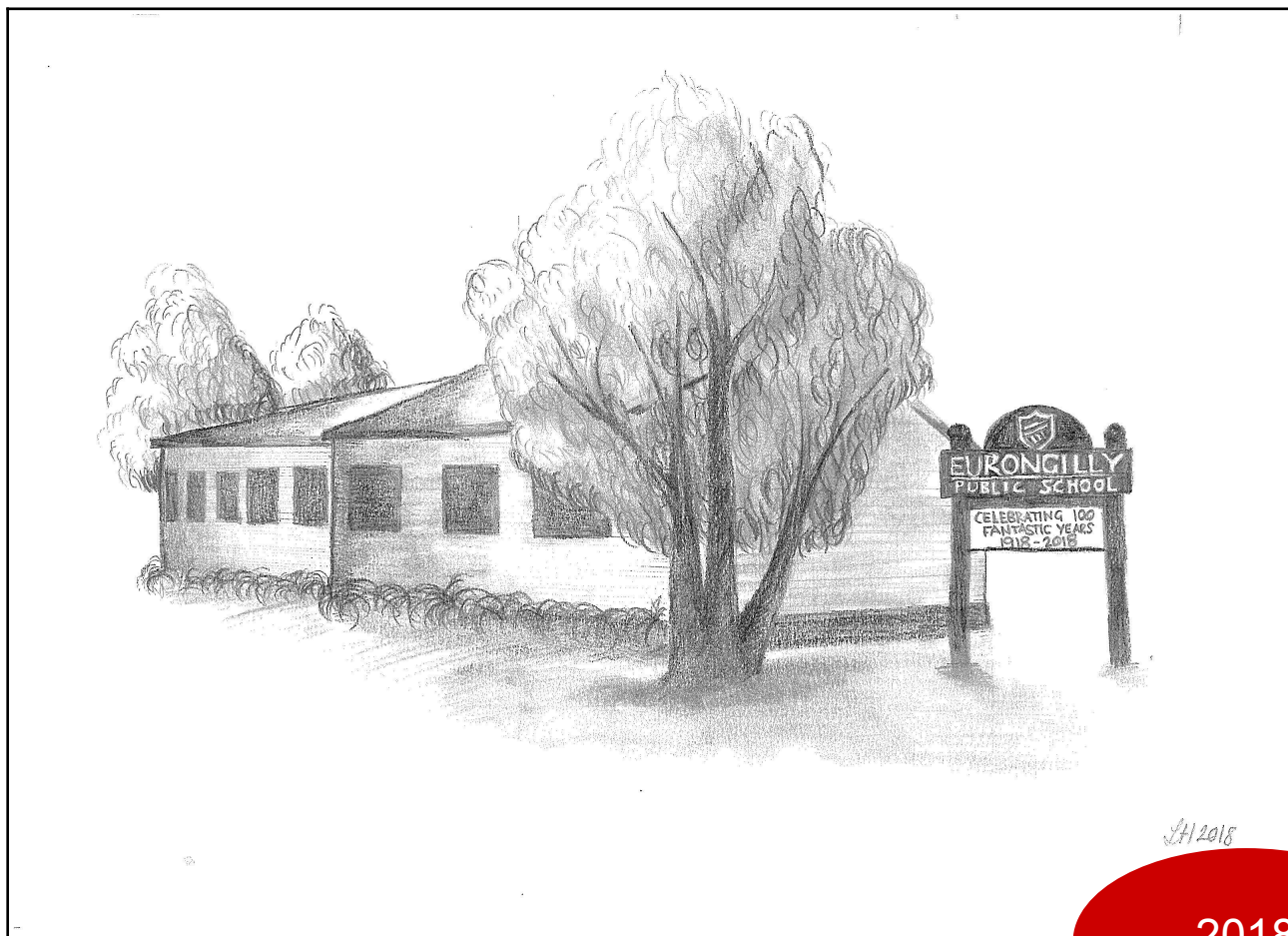


Eurongilly Public School

Annual Report



2018



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Introduction

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

Anthony Leary

Principal

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Message from the Principal

2018 has been another outstanding year, due to the commitment of an amazing staff, who everyday nurture, guide, inspire and challenge Eurongilly Public School students. They assist students to find the joy in learning, build their skills and understanding and support them to become self-motivated learners and confident and creative individuals. The students make everyday at Eurongilly special because of their love of learning, their respect of, and cooperation with staff and each other and their willingness to participate and have a go at almost anything. The teachers, administrative and support staff, students, parents and the community should all be very proud of their achievements. The school once again performed extremely well academically, on the sporting field and culturally. Thank you to our amazing, supportive Parents and Citizens Association and community members who are dedicated to assisting us everyday in the classrooms and with fundraising which provides our students with many assets and opportunities. Eurongilly Public School is a proud member of the Ngumba-Dal Learning community and regularly interacts with the other schools to promote Public Education and enhance teaching and learning as well as staff professional learning.

School background

School vision statement

Eurongilly Public School endeavours to prepare our students for life outside of school in a changing environment. We strive for our students to achieve their full potential through quality teaching and learning. The goal is for our students to be engaged and proactive citizens who are able to engage with rigorous learning programs. ***Eurongilly Public School: Educating, Enriching and Empowering students.***

School context

Eurongilly Public School is a small isolated school that was established in 1918. The enrolment is drawn from the surrounding farming community with some students also commuting from the township of Junee. Eurongilly is an active participant in the Ngumba–Dal Learning Community, strengthening Public Education within the Junee region. The school has 19 students enrolled and fosters strong community relationships and support. Our Aboriginal population is currently at 0%.

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 and participated in an 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: Delivering

LEARNING CULTURE: At Eurongilly Public School (EPS), a culture of high expectations is fostered that consistently aims to enhance and maximise student learning outcomes and staff performance. Our shared commitment to strengthening and delivering on school priorities is communicated in our Strategic Directions, developed in consultation with all stakeholders. Our shared vision and progress is publicly communicated. At EPS, all staff understand that student engagement and learning is our core business. All staff are committed to professional learning in, and implementing, quality teaching and learning programs; building student engagement and ownership over their learning. High attendance rates are testament to high student engagement. Student welfare and the provision of optimal conditions for learning through the establishment of positive, respectful relationships are paramount. Our school programs and processes address and monitor individual student learning needs and curriculum adjustments and differentiation enables students to maximise their learning potential.

WELLBEING: The EPS community understands the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Currently being revised/rewritten, our Student Welfare and Wellbeing Policy will reflect the needs of the whole school community, creating an effective environment for learning, where high expectations are explicitly communicated and maintained across school settings. Embedding the You Can Do It, social/emotional learning framework into the school culture, will further enhance positive wellbeing, resilience, and respectful relationships amongst staff and students. Our school encourages students to recognise and respect cultural identity and diversity, and to celebrate and recognise the achievements of Indigenous Australians. School staff meet their obligations under Keeping Them Safe, mandatory training and professional learning updates and adhere to the Code of Conduct at all times.

CURRICULUM AND LEARNING: Quality teaching and learning is based around teachers having a thorough understanding of current syllabus/curriculum documents with explicit teaching utilised by teachers to deliver lesson content. Planned professional learning ensures that all staff are current with D of E expectations and requirements ensuring equitable learning opportunities are offered for all students. At EPS, we utilise a range of policies, programs and processes to systematically identify, monitor, record and address student learning needs and achievement. Current PLAN, NAPLAN and other school-based assessment data, drives teaching and learning programs. Adjustments and curriculum differentiation are integral to catering for the individual needs of our students. Parent/teacher meetings, curriculum information sessions, transition meetings, individual learning support meetings and three-way interviews provide opportunities for students and parents to engage and collaborate in the learning process. EPS establishes active partnerships with Ngumba–Dal Learning Community schools and inter-agency organisations to ensure positive

transitions and continuity of learning for all students. Students are provided with many opportunities to engage in extracurricular activities through our small school network, including sport, cultural experiences and excursions.

ASSESSMENT AND REPORTING: EPS collects and analyses internal and external assessment data including Best Start, , PLAN, NAPLAN, PAT online standardised testing and class assessments to monitor, track and report on student and school performance. Our school reports contain detailed information about individual student learning achievement and areas for future growth and development. They form the basis for discussion with parents/caregivers and the establishment of ongoing learning goals. Parents/caregivers are involved at every stage of their child's learning journey and school based policies reflect DoE and BOSTES standards.

STUDENT PERFORMANCE MEASURES: School, State and National performance data is analysed and used to consolidate and inform consistent teacher judgement to ensure that priorities and directions meet the needs of our students. School plans, processes and practices closely monitor and develop students' literacy and numeracy skills to achieve academic growth and improved school performance.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Delivering

EFFECTIVE CLASSROOM PRACTICE: At Eurongilly Public School (EPS), all classrooms are well-managed, well-resourced, connected and collaborative, student-centred learning environments. Teachers are committed to planning and implementing effective evidence-based teaching and learning programs and assessing and evaluating student learning. Provisions of clear learning intentions, transparent success criteria, point-of-need feedback and personal goal setting, support teachers and students working collaboratively to review individual learning. Whole-school professional development has centred upon best practice for enhancing student literacy and numeracy skills and building student capacity to learn. School leadership demonstrates instructional leadership, promoting and modelling effective evidence-based best practice. The Relieving Principal has completed peer coaching professional learning to establish quality staff support mechanisms incorporating team teaching and peer observation cycles. Ongoing support is provided to a new scheme teacher currently completing the accreditation process. Additionally, staff meetings involve professional development around curriculum and collegial sharing of research and experiences of classroom practices, products and routines related to current best practice. Teachers work together, with other colleagues (across the Ngumba-Dal Learning Community and small schools network), with parents/ caregivers, with students and with outside agencies to improve teaching and learning for all students. All teachers are supported to engage in professional development opportunities relevant to their needs and the schools' strategic directions.

DATA SKILLS AND USE: Teachers use a balanced variety of assessment techniques *for, as and of* learning to promote student reflection and learning progression, staff and school improvement. Teachers collect, analyse and use internal and external student performance data to understand the learning needs of individual students. School leaders closely analyse assessment evidence, including school growth and performance data, to determine school learning directions. The school community is kept informed of student performance data and resultant targets for growth and improvement.

PROFESSIONAL STANDARDS: As evidenced by their teaching and learning programs, observations of classroom practice and assessment data, EPS teachers understand and implement professional standards and current curriculum requirements across all Key Learning Areas. With performance and development goals matched to the Australian Professional Teaching Standards, the commitment of our teachers to maintaining currency of content knowledge and best practice for ongoing professional growth is evident. Leaders support and mentor staff through accreditation. Under the Teacher Performance and Development Framework, teacher performance is measured against the Australian Professional Teaching Standards. These processes provide supervisory feedback on progression towards achievement of Personal Development Plan goals/targets.

LEARNING AND DEVELOPMENT: Professional learning and development focuses on the strategic directions of the school, the learning needs of students and professional needs of staff. Working within the Teacher Performance and Development Framework, each teacher completes a Performance and Development Plan outlining professional goals, specific professional learning opportunities to achieve their goals and an evaluation of their performance. With a focus upon improved teaching of literacy and numeracy, experienced staff members share their expertise by leading professional development experiences and mentoring in areas such as curriculum development, effective teaching, assessment strategies and data tracking/recording and behaviour management.

The results of this process indicated that in the School Excellence Framework domain of Leading: Delivering

EDUCATIONAL LEADERSHIP: At Eurongilly Public School (EPS), the leaders foster and support a culture of high expectations and community engagement. EPS is a member of the Ngumba-Dal Learning Community. Through involvement in this learning community, we have opportunities to collaborate with staff and students across other primary and high school settings, being consistently engaged in stimulating and challenging learning experiences. Our students are the beneficiaries of the expertise offered by teachers at these settings, through participation in a variety of curriculum based, sporting and extra-curricular activities. EPS enjoys the support of a highly active and productive Parents & Citizen's Association. Parents and community members enjoy frequent opportunities to connect with the school and with each other via a wide range of school-related activities. Connections such as these are integral to developing the whole child and events are widely publicised. Strong consultative processes occur to ensure the schools' vision and strategic

directions are representative of the views and expectations of all key stakeholders. The school solicits and addresses parental and community input and feedback via surveys, P & C meetings and community discussion groups. We capitalise upon the strengths of staff members for quality succession planning and supporting aspiring leaders.

SCHOOL PLANNING, IMPLEMENTATION AND REPORTING: Strong consultative processes occur to ensure the schools' vision, values and strategic directions are representative of the views and expectations of all key stakeholders. Staff, parents and students were consulted in the process of developing our school vision and strategic directions for our 2018–2020 School Plan. Routine monitoring, evaluation and review processes are becoming established. Ensuring everyone is working towards the common goals. Staff meet to review milestones and evaluate progress towards achieving our strategic directions targets. Parents and community members are also invited to monitor and evaluate school progress. The school acknowledges and celebrates a wide diversity of student, staff and community achievements and contributions.

SCHOOL RESOURCES: The School Plan provides direction for the efficient and equitable expenditure of funds to meet the needs of all students, staff and parents at EPS. The allocation of human, physical and financial resources is aligned with the school plan and supported by policies, processes and practices within our school. These allocations ensure that full curriculum implementation and delivery requirements are met and students' needs are catered for. Through the Ngumba–Dal learning Community, we have acquired funding to support teaching and learning in a variety of innovative curriculum areas including robotics, agriculture, numeracy and STEM.

MANAGEMENT PRACTICES AND PROCESSES: A range of policies and administrative systems are employed to ensure the successful management of school operations and the teaching and learning within the school. Staff are provided with the information, support and the professional learning opportunities they need to be able to access, use and understand these systems, to ensure they meet school and DoE standards and requirements. Accountability practices are tied to school planning and include frequent and transparent reporting to the community. The relieving Principal communicates clearly about school priorities, processes and practices and there are opportunities for students and the community to provide constructive feedback.

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

Excellence in Learning and Teaching

Purpose

To further develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence within a culture of instructional leadership and high expectations.

Overall summary of progress

1. Assessment and reporting schedule modified to include a variety of strategies and tools to collect accurate student performance data.
2. Teachers consistently utilise effective and authentic assessment strategies to collect individual student performance data and map progress using learning progressions and PLAN.
3. Curriculum delivery is differentiated to ensure that the learning needs of all students are met through quality teaching and learning programs.
4. Quality professional learning opportunities support the needs of teachers and have a direct impact on student progress and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate growth in Literacy and numeracy, measured against learning progressions and other internal and external performance measures.	\$6500	<ul style="list-style-type: none">• External validation evidence indicated that the school is currently delivering in the area of student performance data. Specific evidence included achievement of minimum standards in NAPLAN and growth targets for individual students using internal progress and achievement data.• SLSO employed an additional half day to support students with learning needs in reading.• Maths Online purchased as a tool to support Numeracy teaching.• Students' progress tracked using learning progressions and PLAN to inform teaching and learning.
Teaching and learning programs are informed by summative and formative assessment, including the provision for effective feedback.	\$30 000	<ul style="list-style-type: none">• The school's assessment schedule supports planned assessment in all classrooms, with data being systematically collected. This data is then used by teachers to support student learning.• Student progress is monitored through the use of both summative and formative assessment tools.• Second teacher employed 5 days per week to ensure a quality education K–6 that is focused on small class sizes where differentiation and explicit student needs are met.• Professional learning attended: ALAN and linking learning progressions to PLAN 2.• Learning progressions utilised as a tool to track student learning data.

Next Steps

- Professional learning to further develop the skills of teachers to analyse summative assessment of data to identify the learning progress of individual students and student cohorts.
- Feedback is provided to students on a regular basis to inform them of their level of progress and achievement, using pre and post assessment data and Learning Progressions.
- Students will be informed when assessments are being undertaken and the purposes of those assessments.

- Plan 2 will be utilised to track the achievement of all students K–6.
- Students use a variety of pathways and tools to demonstrate their learning progress for key stakeholders.



Strategic Direction 2

Excellence in Collaborative Partnerships

Purpose

To enrich strong relationships by leading and inspiring a culture of ongoing performance improvement within our community. Effective partnerships with parents, the community and our learning community will allow students and teachers to achieve their best.

Overall summary of progress

1. Eurongilly Public School has been transparent in obtaining feedback from key stakeholders regarding performance and overall satisfaction.
2. Parents have contributed towards school planning via regular input at P&C meetings and through various surveys including TTFM.
3. Review of Assessment and Reporting procedures to ensure effective tracking of student data.
4. Active involvement with Ngumba–Dal Learning Community schools to further enhance opportunities for staff and students including STEM, ICT and sport and physical activity.
5. Rural and Remote project provided opportunities to engage in quality collaboration and sharing sessions with other schools and the purchase of STEM resources including robotics equipment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school consistently seeks and acts upon feedback of school performance from students, staff, parents and the community.	\$3000 for community engagement initiatives.	<ul style="list-style-type: none">• Student feedback in the Semester 2 Tell Them From Me (TTFM) survey identified that the school is working towards achieving NSW public school norms in high quality instruction, expectations for success, high skills/high challenge and effective learning time.• Parent feedback from the TTFM survey indicates that the school strongly supports student learning and positive behaviour and that students feel safe at school. It also indicates that parents feel welcome and have a strong sense of belonging.• Parent/caregiver satisfaction survey data indicates that the school staff are welcoming and dedicated and that individual student learning and wellbeing needs are met.• Parents and community members indicate that they were welcomed at a number of functions throughout the year and that school events were well-organised and inclusive of all stakeholders.
Increase in opportunities for collaboration and learning for staff & students across the Ngumba–Dal Learning Community.	<ul style="list-style-type: none">• \$4000 rural and remote funding to purchase STEM and robotics equipment.• \$2000 PL funds for teacher to network with other schools.	<ul style="list-style-type: none">• Student leadership opportunities enhanced through participation in the Premier's Sporting Challenge leadership initiative.• Students developed expertise across different sports through participation in JHS sports coaching sessions.• Students provided with opportunities to interact with Ngumba–Dal primary schools, through extra-curricular activities including excursions, sport and cultural performances.• Staff developed expertise in ICT through involvement in networking activities; including VR, Filming and robotics.

Next Steps

1. Staff to complete the TTFM survey during Term 3 as a means of gaining further feedback regarding school performance.
2. Establish a small schools network beyond the Ngumba–Dal Learning Community to access further resources and staff expertise based around small school systems and processes.
3. Develop and implement Personalised Learning Frameworks for all students including adjustments, differentiation and systems for tracking student progress.
4. Collaborate with the school community to develop effective and efficient means for keeping them informed regarding student progress – review of reporting procedures using models from small schools network.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 918	<ul style="list-style-type: none"> • All students participated in workshops provided by NPWS Indigenous rangers to further embed the students' understanding of traditional Wiradjuri Culture. Activities included an introduction to traditional tools and weapons and the construction of shelters within the school grounds. • Ngumba–Dal Learning Community signage was purchased to acknowledge traditional Wiradjuri culture and heritage within the Eurongilly area. • Stage 3 students participated in Wiradjuri culture studies conducted by REEC Wagga staff.
Low level adjustment for disability	\$13 406	<ul style="list-style-type: none"> • Second teacher was employed an additional half day to ensure K–2 students had consistent teaching and learning across the 5 days. • SLSO was employed for additional time to support ES1 students with reading and writing.
Quality Teaching, Successful Students (QTSS)	\$3 540	<ul style="list-style-type: none"> • Funds used to ensure second teacher was employed 5 days per week as well as to provide RFF opportunities to assist teachers with accreditation and small school systems and processes.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	11	12	11
Girls	9	8	8	10

Student enrolments have remained stable with 4 students commencing Kindergarten in 2018. Three additional students enrolled during the year. 2019 will see an increase in total enrolments with only two Year 6 students graduating and 4 new students (3 Kindergarten and 1 Year 4) expected to commence the 2019 school year. Projected numbers for the next few years suggest that the school will maintain a stable enrolment pattern.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.7	93.5	97.6	93.9
1	95.8	91.5	94.9	92
2	95.6	96.6	93.5	88.8
3	95.6		97.2	92
4	98.9	94.1		95.9
5	96.3	91.4	95.2	
6	94	97.8	96.8	93.2
All Years	95.9	95	96	92.8
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		94.1	93.6
4	94	93.9		93.4
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	93.9	93.9	93.4

Management of non-attendance

Parents/caregivers are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days

of the first day of any period of absence. Absences may be explained using 'absence slips' that are sent home at regular intervals throughout the year or via the Skoolbag App. Reminders are sent home to parents after two days have expired following an unexplained absence(s). An absence is recorded as unexplained if parents have failed to provide an explanation to the school within 7 days. Eurongilly Public School, with support from home school liaison officers (HSLO), monitors the regular attendance of students and supports students and their families with identified attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.78

*Full Time Equivalent

No staff member at Eurongilly Public School identifies as being either Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

All staff at Eurongilly Public School recognise the importance of ongoing professional learning in the role of school improvement. Professional learning is targeted to student and teacher need with significant school funds allocated for this purpose. School development days and fortnightly staff learning sessions were aligned to the school plan with a strong focus on building staff capacity around formative and summative assessment and improving/tracking student learning data. In 2018, significant funds were used to train staff in effective early reading instruction and learning regarding the new literacy and numeracy progressions. Teaching and non-teaching staff

undertook mandatory training, such as Code of Conduct, Child Protection, Cardiopulmonary Resuscitation, e–Emergency Care and Anaphylaxis. One teacher was supported in working towards accreditation at Proficient.

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	51,989
Revenue	392,174
Appropriation	373,522
Sale of Goods and Services	0
Grants and Contributions	18,238
Gain and Loss	0
Other Revenue	0
Investment Income	414
Expenses	-412,557
Recurrent Expenses	-412,557
Employee Related	-362,801
Operating Expenses	-49,756
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-20,383
Balance Carried Forward	31,606

The Department of Education's policies and procedures inform the development and management of Eurongilly Public School's budget. The school makes informed, collaborative choices about administrative practices and systems, based on cost-effectiveness and evidence, and in response to local context and need. The priorities in the school plan drive financial decisions, with resources aligned to support the achievement of the school's strategic directions. Staff and school community members are consulted on the financial priorities of the school, with the principal and school administrative manager working in close consultation to monitor the whole school budget. In 2018, significant school funds were used to create a physical learning space that can be used flexibly to meet a broad range of student learning interests and needs. Significant funds were also spent on ICT and STEM initiatives.

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	284,695
Base Per Capita	3,867
Base Location	9,860
Other Base	270,967
Equity Total	16,437
Equity Aboriginal	1,918
Equity Socio economic	1,113
Equity Language	0
Equity Disability	13,406
Targeted Total	15,208
Other Total	10,568
Grand Total	326,908

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.

In 2018, three Year 3 students completed NAPLAN

assessment in Literacy (Reading, Writing, Grammar and Punctuation and Spelling). The student's parents have received a copy of their child's results and were given the opportunity to discuss these results with their child's teacher. Teaching staff have analysed the student's report and will use the data for future planning for teaching and learning. We are unable to accurately report on student's results due to the small cohort. No students were enrolled in Year 5 during the NAPLAN assessment period.

In 2018, three Year 3 students completed NAPLAN assessment in Numeracy (Number & Algebra, Measurement & Geometry Statistics & Probability). The student's parents have received a copy of their child's results and were given the opportunity to discuss these results with their child's teacher. Teaching staff have analysed the student's report and will use the data for future planning for teaching and learning. We are unable to accurately report on student's results due to the small cohort. No students were enrolled in Year 5 during the NAPLAN assessment period.

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

In relation to the Premier's priorities, (*Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands) 66% of Year 3 students attained the top two bands in all Literacy domains of the NAPLAN Assessment. In Numeracy, 33% of students attained the top two bands in all Numeracy domains. No students were enrolled in Year 5 during the NAPLAN assessment period.



Parent/caregiver, student, teacher satisfaction

All students in Years 4–6 completed the Tell Them from Me survey in Terms 1 and 3 of 2018. Feedback indicated that:

- students feel a very strong sense of belonging at school, with positive relationships within the school.
- students value the achievement of learning.

- students believe we have positive behaviour at school with low instances of bullying.
- 95% are interested and motivated in learning.

Eurongilly Public School is a beautiful small school that is full of huge hearted P&C committee members that help pay for school excursions, sport carnivals and much more. I enjoyed 2018 because I had a fresh, new principal, new children and different families joining the school. I had different ways of learning (which is what I love about school) and lots of challenging sport activities that everyone tries out. Why I also enjoyed 2018 is because the teachers and staff members are always trying to help us out and encouraging us when we need it the most. (student comment)

All parents/caregivers were given the opportunity to complete a School Satisfaction Survey during Term 4. Approximately 70% of families completed the survey. Feedback indicated that:

- 95% of responses indicated that the school was a safe and welcoming environment where learning is paramount and expectations are high.
- Almost 100% felt well-informed regarding student learning and progress
- 100% felt welcome at the school and that home/school communication was effective.
- Overall parent/caregiver satisfaction was high.
- Parents/caregivers overwhelmingly supported the school's plans and future directions.

The staff at the school are a fantastic team. I could not have imagined a better school for my children's education. Thank you for committing to our children and caring for them as if your own. We are very privileged to have you all. (parent comment)

We are very proud to be associated with such a fantastic school—it is a credit to the Public Education System. Keep up the fantastic work! (parent comment)

Staff at Eurongilly Public School work harmoniously and collaboratively in a safe and supportive environment. Morale and expectations are high and there is a strong sense of belonging and acceptance. Opinions and ideas are accepted and acted upon and all staff work hard to uphold the values of Public Education. Casual staff feel welcome, accepted and supported when working at Eurongilly Public School.



Policy requirements

Aboriginal education

At Eurongilly Public School, we strive to build positive relationships within the school and with the local Aboriginal community. We are committed to providing quality teaching and learning programs that address specific Aboriginal perspectives. This year our students worked with NPWS rangers to build a traditional Wiradjuri campsite in the school grounds that is used to teach aspects of Wiradjuri culture. The rangers presented lessons on traditional tools and weapons and taught the students to throw traditional returning boomerangs. Stage 2 and 3 students attended the Riverina Environmental Education Centre for an excursion to study traditional culture.



Multicultural and anti-racism education

School staff are dedicated to creating and maintaining an inclusive and tolerant learning and working environment free from discrimination in any form. Eurongilly Public School has one family from non-English speaking background. As a result, we believe it is crucial that we strive to give our students the knowledge and skills to be tolerant and active global citizens with a broad knowledge of the diversity of cultures within Australian society. Students at our school develop an understanding and appreciation of different countries, their people and culture through units of study that are focused on creating respect and tolerance for other cultures. They also gain this understanding and appreciation through participation in the annual CWA 'country of study' competition. Students in Stages 2 and 3 participated in a interactive tour of the Indonesian Embassy during the Canberra excursion.