

Pambula Public School Annual Report



2018



2831

Introduction

The Annual Report for **2018** is provided to the community of Pambula 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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School background

School vision statement

Pambula Public School is committed to providing a broad range of engaging opportunities to all students that allow them to reach their individual potential in a happy, supportive, positive and harmonious learning environment.

School context

Pambula Public School is located on the Far South Coast of NSW and is well supported by our local community. The school is a proud member of the Sapphire Coast Learning Community and works collaboratively to strengthen productive partnerships with the schools of the Eden Community of Schools and Far South Coast Principals Network. It is a school with a strong sense of belonging, tradition, history, respect, responsibility and pride. A comprehensive school with over 340 students, there are over 230 families that make up our school with 4.4% identifying as Aboriginal. The school has a Family Occupation and Educational Index of 83 which indicates low levels of socio-economic disadvantage, although 19% of families fall within the lowest range of socio-economic status. The school has thirteen mainstream classes and three support classes – Autism, Physical and Intellectual Disability and Multicategorical. The school has a strong culture of excellence in the performing arts and sporting pursuits and takes great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

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.

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.

LEARNING

In the domain of LEARNING our evaluation focused on the Learning Culture, Assessment and Reporting areas. In all three areas, our self-assessment indicated that we have achieved the Delivering level with some strengths in the higher levels of achievement which include:

- Curriculum provision is enhanced by learning alliances with other schools and organisations
- The school establishes active partnerships and works collaboratively to ensure continuity of learning for student
- The school actively collects and uses information to support students' successful transitions
- Students reports contain detail information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels
- There is demonstrated commitment within the school community that all students make learning progress
- Attendance data is regularly analysed and is used to inform planning.
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Goals in the LEARNING domain for 2019 include:

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
- Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis
- Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

TEACHING

In the domain of TEACHING our evaluation focussed on the Professional Standards and Learning and Development areas. In Professional Standards, our self–assessment indicated that we have achieved the Sustaining and Growing level, and in Learning and development we have reached the Delivering level with some strengths in the higher levels of achievement which include:

- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
- Teachers are actively engaged in planning their own professional development to improve their performance

Goals in the TEACHING domain for 2019 include:

- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school–wide improvement in teaching practice and student results.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence–based, future–focused practices.

LEADING

In the domain of LEADING our evaluation focussed on School Resources and Instructional Leadership areas. In these areas, our self–assessment indicated that we have achieved the Delivering level with strengths which include:

- The school supports collaborative performance development and efforts to continuously monitor improvement.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan
- Staff have purposeful leadership roles based on professional expertise
- The school solicits and addresses feedback on school performance
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students

Goals in the LEADING domain for 2019 include:

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.
- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations

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-gu>

Strategic Direction 1

Quality Teaching and Learning

Purpose

Learning to Learn

To create a student centred school where every student, every teacher and every leader is engaged and challenged to improve learning

Overall summary of progress

As a whole, school, we are making continual progress towards achieving our three year targets and embedding best practice in quality teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning programs and teaching reflect individual needs and high expectations for each child	\$26700	<ul style="list-style-type: none">• L3 in K–2 continues to provide individualised programming in literacy• Enrichment program for targeted students enhance a culture of high expectations
All students can articulate their learning goals and what strategies they will enact to meet these goals	–	<ul style="list-style-type: none">• Trialling of visible learning strategies• Use of exit tickets introduced• All students identified goals and articulated them in student led conferences with teachers, parents and support staff
All student learning progress is regularly and accurately monitored by individual teachers and collaboratively.	–	<ul style="list-style-type: none">• Continued use of PLAN and continuums and moving towards use of learning progressions• Training for staff on use of data and evidence to inform practice• Instructional leader monitoring student progress• Learning and Support team processes streamlined to ensure monitoring of students progress

Next Steps

- All staff actively using learning Progressions to monitor student progress and identify areas of need
- All students individually setting goals for their learning and articulating steps to reach them
- Development of curriculum teams to review and refine practices in all teaching and learning programs
- Professional learning meetings to be focussed on 5 week cycles of high quality, immersive, collaborative learning

Strategic Direction 2

Future Focussed Learning

Purpose

Learning to Thrive.

To provide quality teaching and learning experiences that engage and equip students with skills and knowledge to succeed in the world of tomorrow

Overall summary of progress

We have made sound progress towards achieving targets in future focussed learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2020– Flexible and integrated co-teaching and learning spaces are evident across the school	\$13400	<ul style="list-style-type: none">• Staff PL on Flexible Learning by Design• Staff-initiated trials in own classrooms of flexible learning spaces
2020– All students have an aspect of choice in their learning tools and learning environment	–	<ul style="list-style-type: none">• Increased access to technology for learning in classrooms to support choice of learning modes• Infrastructure planning for more flexible and open, agile learning spaces
2020– All students learn independently, flexibly, collaboratively and in both face to face and online environments, as evident in teaching and learning programs	\$28900	<ul style="list-style-type: none">• PL in Google classroom for interested staff• Staff laptops provided to support provision of online learning environments• Staff engaged in professional reading and discussion about students engagement

Next Steps

- Co-teaching pilot team identified by willingness and capability
- Pilot team to participate in action research in Year 6 learning space and then trial strategies in other stages
- Walls between rooms removed when possible to allow for open learning
- PL for all staff on collaborative practice and flexible learning
- PL for all staff on use of online learning environments through PL sprints
- Purchase of flexible furniture to promote students choice in mode and environment of learning

Strategic Direction 3

A School for Our Community

Purpose

Learning to Connect.

To lead a school of choice where every stakeholder is known and valued within a culture of strong collaboration and partnership.

Overall summary of progress

Progress has continued to be strong in this strategic direction area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2020– Clear and effective communication protocols result in positive feedback from our community	\$9400	<ul style="list-style-type: none">• Feedback from community sought to determine course of action• Provision of friendlier communal spaces in admin of school to encourage community participation and facilitate authentic consultative decision making• Implementation of Sentral platform initiated
2020– Strong and effective partnerships are evident with businesses, individuals and organisations beyond the school to support student engagement and connection in our community	–	<ul style="list-style-type: none">• New middle years transition network established with EMHS and partner schools to strengthen partnerships• Local businesses contacted to initiate process of strengthening partnership
2020– Tell Them From Me and other feedback around wellbeing and engagement improves annually	–	<ul style="list-style-type: none">• Improved feedback from parents in TTFM• Engagement and wellbeing indicators have improved for students since 2017• Community consultation indicates higher levels of engagement and satisfaction• Numbers of community members engaging in meetings, open sessions and events has increased from 2017

Next Steps

- Working in partnership with local businesses, organisations and sporting clubs to identify community priorities
- identifying opportunities for students to engage with authentic, real world problem solving
- research and investigation on career pathways for our students once they complete secondary education to tailor programs to support these pathways and enhance access to work experience
- Implementation of Sentral platform for attendance, communication and planning
- Improved wellbeing support practices across school as a result of a review

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9915	<ul style="list-style-type: none"> • All Aboriginal students have a Personalised Learning Plan that has been developed collaboratively with families (teacher release provided for individualised planning and meeting with families) • Aboriginal students were offered the chance to join a Koori Choir and invite a friend to join them. This choir rehearsed once per week throughout the year and their performance was a highlight of Giiyong festival • Stage 2 students participated in a cultural immersion program at Jigamy to share and celebrate indigenous culture as part of NAIDOC • A review of History and Geography areas resulted in more authentic embedding of Aboriginal perspectives across the curriculum
Low level adjustment for disability	\$31867	<ul style="list-style-type: none"> • Targeted interventions have resulted in an increase in students achievement in literacy. • SLSO employed 4 days per week to facilitate small group interventions • increased opportunities for students with special needs to engage in activities across the school
Quality Teaching, Successful Students (QTSS)	Staffing allocation 0.64 FTE	<ul style="list-style-type: none"> • Release of staff with mentors, supervisors and peers for sharing of practice, observation and feedback • Release of Instructional leader to support staff in improving classroom practice and collaborative practice
Socio-economic background	\$57360	<ul style="list-style-type: none"> • Professional learning for K–2 staff in L3 has resulted in streamlined, consistent literacy sessions that enhance monitoring and progress for all students • Employment of additional teaching staff to provide targeted enrichment program in line with Bump It Up priorities • Professional learning for staff in student engagement practices • Increased access for all students to technology as a tool for learning
Support for beginning teachers	N/A	All of Pambula Public School's teachers are experienced and as such Beginning Teacher Support was not applicable in 2018
Teacher Professional Learning	\$38953	<ul style="list-style-type: none"> • Ongoing PL in L3 for relevant staff • All staff have engaged in creating professional development plans • Additional release for all staff to promote collaborative practice • Targeted professional learning around implementation of new syllabus documents (release for PL, sharing, curriculum review and programming) • Professional learning and school visits around best practice in future focussed learning

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	166	178	182	171
Girls	159	168	155	152

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	92.3	94.3	92.7
1	93.7	91.8	92.8	93
2	93.8	93.9	92.6	93.5
3	92.9	93.3	92.6	92.2
4	93.8	93.4	92.3	93.7
5	92.5	93.3	92.1	93.7
6	92.5	91.6	91.3	94.1
All Years	93.4	92.8	92.5	93.2
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

The school regularly monitors attendance patterns and employs a range of strategies to support attendance improvement in collaboration with families. We have seen success in enhancing engagement in our senior years and as a result have seen an increase in attendance that exceeds the state average. Our overall attendance rate has increased and improving attendance processes has been identified as a goal for 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.58
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	5.87

*Full Time Equivalent

Currently our staff team does not comprise any Aboriginal staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

All staff at Pambula Public School are committed to improving their knowledge and practice for the benefit of our students. All teaching staff have been accredited at Proficient Teacher level. In 2018 all staff have progressed in maintaining their accreditation and two staff have completed a professional learning maintenance cycle.

A range of professional learning opportunities have been offered for all staff on the following topics in 2018:

- L3 Kindergarten
- L3 Stage 1
- L3 ongoing (K & S1)
- Child Protection
- CPR
- Anaphylaxis
- Emergency care
- Code of Conduct
- Attendance procedures
- Collaborative planning
- Flexible Learning by design
- Visits to other schools
- Classroom observation & feedback
- WHS management
- Use of data and evidence to inform practice

- SCOUT

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	246,820
Revenue	3,653,065
Appropriation	3,498,827
Sale of Goods and Services	3,285
Grants and Contributions	148,932
Gain and Loss	0
Other Revenue	0
Investment Income	2,021
Expenses	-3,382,381
Recurrent Expenses	-3,382,381
Employee Related	-3,037,033
Operating Expenses	-345,348
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	270,684
Balance Carried Forward	517,504

Our balance carried forward has increased as a result of additional funding and planned financial commitments on major projects to enhance the school environment and teaching programs in 2019–2020. Our school finance committee meets regularly to monitor and plan expenditure in line with school priorities to best meet the needs of our students. As a school, we have streamlined financial management processes to ensure accurate, appropriate and equitable spending is planned into the future.

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	2,400,283
Base Per Capita	68,159
Base Location	53,964
Other Base	2,278,161
Equity Total	185,017
Equity Aboriginal	9,915
Equity Socio economic	57,360
Equity Language	2,584
Equity Disability	115,157
Targeted Total	593,562
Other Total	175,200
Grand Total	3,354,062

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.

Our Literacy NAPLAN results for Year 3 and 5 demonstrated both areas of strength and areas for further development.

Our Numeracy NAPLAN results for Year 3 and 5 demonstrate areas of strength and areas to focus on in the future. .

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.

The percentage of Aboriginal students achieving in the top two bands of NAPLAN in reading and numeracy have increased from 8% in 2016, to 8.3% in 2017 and 33.3% in 2018. This steady improvement is pleasing and staff are working with individual students and families to support further improvements. Although our percentage of all students in the top two bands has decreased from 34% in 2017 to 28% in 2018, we remain on track to achieve the Premier's Priority Target by 2019.

Parent/caregiver, student, teacher satisfaction

On a regular basis, our school seeks feedback from all members of our school community, including students, staff, parents and other community partners. The Tell Them From Me surveys provide a rigorous and longitudinal snapshot of feedback on an annual basis. The feedback from our 2018 surveys indicated that levels of engagement and satisfaction are improving at a pleasing rate. Key responses are presented below as average scores out of 10 or percentages:

- parents rated feeling welcome at school as 8.4 (increase from 7.3 in 2017)
- parents felt that communication from the school about individual concerns was a strength (7.7, increased from 7.0 in 2017)
- parents felt they could easily speak with their child's teacher (7.7, 7.7 in 2017), principal (7.1, 5.6 in 2017) and that administrative staff are helpful (8.4, 8.1 in 2017)
- parents reported significant increases in students discussing their progress at school (6.2 up from 5.0 in 2017) and overall parental support of learning at home increased from 6.0 in 2017 to 7.0 in 2018
- teachers reported that they collaborated regularly with colleagues to discuss strategies to support students, assessment and learning goals (8.2)
- teachers indicated that the school's learning culture included high expectations for students with a score of 9.0
- teachers report high levels of linking new learning meaningfully to past experiences (9.3) and the use of a variety of learning strategies in each lesson (9.2)
- 83% of students have a positive sense of belonging at school
- 96% of students value schooling outcomes and believe that school is useful in their everyday life and will have a strong bearing on their future
- 88% of students felt they had positive relationships with peers and teachers at school

Identified areas for future improvement include:

- communication between home and school, and the school's support of learning, particularly in

- relation to high expectations
- the use of technology in all areas, and increasing the confidence of staff to support students in setting goals for learning new technology skills
- 67% of students report that they are interested and motivated in their learning
- 41% of students report high levels of perseverance which is the extent to which students can pursue their goals to completion, even when faced with obstacles.

The results of this information are analysed and inform school planning for 2019.

Policy requirements

Aboriginal education

We are committed to strengthening relationships with our community and promoting engagement for all students through quality educational practices that ensure high levels of improvement and achievement across all academic areas. We take great pride in exploring opportunities not only to share and celebrate Indigenous culture and history but also to promote opportunities to demonstrate our pride in the culture of our Aboriginal students. Student surveys indicate that 100% of our Aboriginal students feel positively about their culture when they are at school.

We work in partnership with the Eden Aboriginal Educational Consultative Group, (AECG), to seek guidance, input and feedback on how our school is tracking in relation to Aboriginal Education.

As a school, we have consistently reviewed our classroom teaching and learning programs to embed Aboriginal perspectives to ensure that all students have the opportunity to learn about and understand the significant contribution made to our nation by Aboriginal people both individually and as a group. We have also identified numerous opportunities for all students to participate in activities that have a particular focus on learning more about Aboriginal culture including:

- All Stage 2 students participating in a cultural immersion program through Jigamy Farm with local elders to experience aspects of dance, art, yarning, bush foods, traditional hunting practices and contemporary sharing of stories and culture
- Embedding of Aboriginal perspectives across the curriculum through targeted planning and programming as well as inviting community members to support classroom learning, especially in History and Geography syllabuses
- All Aboriginal students having the opportunity to take part in a collaborative vocal project to perform as part of the One Mob Choir at Giiyong Festival
- Aboriginal students were asked to invite a friend to participate in the One Mob Choir to promote sharing and celebration of culture on an individual and whole school level
- A whole school celebration of Aboriginal culture as part of NAIDOC week that featured art, music and storytelling initiatives as well as a whole school focus through the theme of 'Because of

her, we can' involving having three Aboriginal women address the school about the significance of this theme in their own lives

- Continuation of our Cultural Outdoor Learning Space in partnership with our community
- Aboriginal students and their friends working with community members to construct worm farms for the Jigamy Farm bush food garden.

We look forward to further opportunities to collaborate with our community through strengthened partnerships with individuals and organisations.

Multicultural and anti-racism education

Pambula Public School celebrates diversity, acceptance and tolerance at all times. We hold in high regard the sharing of all cultures and promote respect above all else. Culturally inclusive practice is key to all aspects of our school both within the classroom and beyond. Culturally inclusive pedagogy is evident in all classrooms with the use of educational resources that present a diverse and inclusive view of the world that promotes learning about all cultures and fosters an interest in all children about the practices, beliefs and heritage of others.

We promote opportunities for all children to be safe and happy in a school environment that is free from prejudice and discrimination of any kind. As a school, we are proactive in exploring and celebrating culturally diverse opportunities including Harmony Day, as a culmination of learning about what it is that makes each of us unique.

A proud tradition in our school is our International Food Day which provides an opportunity for students to learn the practices, celebrations and heritage of another culture and share this learning with our whole school community on a celebration day. This initiative encourages not just our students but our broader school community to consider how we promote inclusivity and diversity, especially in an isolated rural setting. This occasion raises funds to support a village school in the Solomon Islands. This partnership with a school in a vastly different cultural scenario to ours affords our students the chance to recognise and appreciate the opportunities available to them and to explore the cultural norms and practices that make schooling internationally, so diverse.

In all curriculum areas, staff promote the challenging of cultural or racial stereotypes and encourage all students to do the same in their lives beyond school. Our students are respectful of each other and love to share in the practices and beliefs from other cultures through their learning and extra curricular experiences.

Our Anti-Racism Contact Officer is proactive in promoting opportunities to foster positive interactions and communication and is effective in supporting students to avoid racism in all forms.