

# Towamba Public School

## Annual Report



2018

TOWAMBA  
PUBLIC  
SCHOOL



3252

## Introduction

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

Glenn Dinwoodie

Principal

### School contact details

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## School background

### School vision statement

Towamba Public School supports the academic, emotional and creative development of students to become respectful and responsible citizens.

### School context

Towamba Public School is situated in the Towamba Valley, 30km west of Eden, in an environment of mixed farmland, forest and rural lifestyle. Projected enrolment for 2018 is 20, including a small proportion of Aboriginal students. The school is rural, remote and predominantly low socio-economic in make-up, with a Family, Occupation and Education Index (FOEI) of 128 averaged between 2016 and 2017.

Many of the students have particular and specific individual learning needs. Targeted intervention programs which are based on sound and proven research have been implemented. The teachers are highly qualified to deliver these which are developed with Quality Teaching Principles and the School Excellence Framework underpinning establishment. All students are tracked in Literacy and Numeracy using the continuums and PLAN (Planning for Literacy and Numeracy), and individualised programs are developed for each student. Towamba is well resourced with access to the latest in Information Computer Technology (ICT) and best practice assistive technology.

To specifically support the rural and remote community, Towamba Public School initiated a "KindyStart" program in Term 2, 2014. Children who have turned four and are enrolling at the school the following year are able to join the K12 class for one full day per week. A playgroup is also now in operation for two hours every week.

Many programs supporting gifted and talented students are offered. Drama, Music, Dance, Sport, Public Speaking, Science and Environmental Ed are particularly targeted.

The Bundian Way is the first Aboriginal pathway to be listed on the NSW State Heritage Register. As Towamba is a point of reference on this ancient walking trail, which connects the highest part of the Australian continent and the coast, Towamba Public School will actively engage in the development of the project.

## 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: Our School's on balance judgement for the elements of Learning Culture, Wellbeing, Curriculum and Assessment we find that we are at **Sustaining and Growing**. For the elements of Reporting and Student Performance Measures we find that we are at **delivering**.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Our School's on balance judgement for the element of Effective Classroom Practice and Professional Standards we are at **Sustaining and Growing**. For the elements of Data Skills and Use and Learning and Development we find that we are at **delivering**.

The results of this process indicated that in the School Excellence Framework domain of Leading: Our School's on balance judgement for the element of School Resources we are at **Sustaining and Growing**. For the elements of Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes we find that we are at **delivering**.

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

Equity, Inclusion, Exposure, Welfare, Wellbeing and Strong Partnerships

### Purpose

To engage and connect our communities to build a dynamic learning culture where outstanding expectations achieve desired student outcomes by sharing knowledge, experience and skills and shared responsibility for student engagement, learning, development and success across school communities and networks.

### Overall summary of progress

Successful Implementation of STEAM activities in 2018 that engaged both students and community in common purposeful and meaningful projects through STEAM units of work, community STEAM interaction days and an arts programs involving weekly volunteer visits. Teaching Principal attended Rural and Remote STEM conference and was active in the Far South Coast Small Schools Fair Education Project. As a result of Towamba Public School's actions students and staff members are now better skilled in implementing and learning STEAM, students have experienced a higher quality STEAM program and there is more community involvement in the school. Also as a result of our STEAM interaction days community members have an increased awareness of the learning that is on offer at Towamba Public School.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased Community Involvement in participation at school.</li></ul>	\$1000: Ipads and an extra Wedo Robotics kit	Isaac Coen – Graham continued to be an active parent through volunteering in our classroom every Wednesday afternoon. Isaac worked with the grade 6 students in coding projects using the EV3 Robots. At the end of term Assembly's in terms 2 and 3 STEM interaction days were set up where family's and community members came into the classrooms and actively participated in STEM challenges that the students had been doing at school. There was attendance from most families at the school, and these days were very engaging in getting community into the school, but also in getting the community to have an understanding of how STEM is being implemented into Towamba Public School. In 2018 local community artists were invited into Towamba School to share their talents. Maggie and Vicki started to visit our school on a weekly basis conducting arts lessons, and this was a huge highlight for our year. Maggie has been teaching the students music every Friday across the entire school, and Vicki has been completing Visual Arts units with the K–2 students weekly. We also had an Arts and Craft day in term 3 where community volunteers came in and held arts workshops for the students to attend, which is something that we will continue again in 2019.
<ul style="list-style-type: none"><li>All teachers participate in targeted professional learning and educational networks.</li></ul>	0	In 2018 Teaching Principal attended The Rural and Remote STEM conference in Canberra in term 2, and the Fair education Workshops each term. Information gained, examples, pedagogy and scaffolds from these workshops and conference was then shared back to the staff to build awareness and understanding of innovative pedagogy to enhance best practice in their classrooms. In an effort to increase student leaderships in our schools, students from grade 5 visited Wyndham Public School to learn about

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All teachers participate in targeted professional learning and educational networks.</li></ul>		movie making using I Movie to share back to the school.
<ul style="list-style-type: none"><li>• Increased partnerships with small schools cluster schools.</li></ul>	0	There was continuing partnerships which involved sharing and visits with Wyndham School, although our planned STEM day with Wolumla School was cancelled. We created a Robotics movie which we shared at the SCLC Performing Arts Festival to highlight the community involvement in our STEAM program and to share what we had been learning with other like schools.

## Next Steps

To continue on from our successes of 2018, we will be providing actions to further increase community involvement, increase our partnerships within our local area and to provide targeted professional learning opportunities for our staff. All actions from 2018 will continue, although our next steps will be as follows. We will seek professional learning opportunities within our larger local schools around STEAM such as Eden and Pambula Public Schools. We will continue to offer STEM Engagement days with community members, although we will be booking a STEM share kit for a term, and this will be our major focus of engaging parents through inviting community members to assist and having a specific targeted day where community members can come and learn from the students and test out the kits for themselves. Targeted Professional Learning will be on offer through our involvement with the Far South Coast Small Schools Fair Education and Rural and Remote STEM projects on innovative 21st century evidence based approaches to improve student learning and outcomes such as Project Based Learning and Minds Wide Open. Teachers will be involved in visiting other schools and teachers will be invited to come and visit Towamba Public School to increase our networking partnerships between our cluster schools so that teachers can share and learn from each other.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

Provide exceptional classroom practice through differentiated learning in a multi-stage setting using 21st Century learning strategies and evidence-based quality teaching to improve student learning outcomes and meet the needs of diverse learners.

#### Overall summary of progress

In 2018 Staff attended in school Professional Learning on Visible Learning, Growth Mindset and Words their Way and each of these methodologies were used extensively as a whole school approach to achieve student growth. These methodologies were evident in planning, programming, staff meetings and classrooms with students aware of the advantages of having a growth mindset compared to a fixed mindset with this language being very evident in classroom practice. Success criteria and Learning Intentions were also evident and students were able to articulate clearly what the Success criteria was in a task and how it helped them achieve their best outcomes particularly in literacy. Students who responded best to these practices, certainly showed more engagement and ownership of their successes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students show a positive growth in spelling and reading levels across all stages.	Words Their Way Kit \$350	Visible Learning Professional Development Presentation and resources delivered allowing staff to be informed, prepared and confident to implement into the classroom. Growth Mindset Professional Development Presentation and resources delivered allowing staff to be informed and prepared to implement into the classroom with confidence. On the final day of term 4 Staff Development Day we assessed how Visible Learning was implemented and what was its strengths and as a result of this, how we would be implementing in 2019. As Feedback will be our focus in term 1 a presentation was delivered around feedback and resources offered, with an action plan to be developed further for day 1 term 1 in 2019.
Strengthening quality learning environments for students to become Assessment Capable Learners and moving students from a Fixed to a growth mindset (Measured through Visible Learning evidence on students understanding and use of the four strands of a Visible Learner: Assessment Capable, Learning Dispositions, Feedback and Learning Processes)	0	A Visible Learning Plan was delivered setting a clear direction that was achievable. Resources were offered and accessible allowing for smooth and committed confident implementation into the classrooms. Students were using Success Criteria and Learning Intentions in the classroom from term 1, and the impact was evident from the beginning with students referring to the success criteria to know 'what they needed to do, and how they were going to get there'. By midway through the year students were gaining a better understanding of the effectiveness of using Success Criteria and Learning Intentions in the classroom. Students completed goals in their portfolios and conducted student lead conferences. Students were taught explicit lessons around Growth Mindset explaining what it is and how it can help you. Interviews were conducted later in the year to assess students' knowledge of Success criteria, Learning Intentions and Growth Mindset. It was evident that all upper primary students had a good understanding and some of the K-2 students did, with a small amount finding it challenging to articulate their learning.

## Next Steps

The next phase of our Visible Learning implementation on the strands of Learning Dispositions, Feedback and Learning Processes will begin with in school professional learning delivered on Staff development Day of term 1, and will continue throughout the year with a clear 2019 Visible Learning Action plan outlining the goals and expectation clearly for staff. There will be follow up in school professional learning and assessment of students use and understanding of Growth mindset. Teachers will fine tune their implementation of Words their Way and research will be conducted with Instructional leaders in our local area on what other spelling and writing strategies that could be used to compliment what we already have in place.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	8	12	15
Girls	9	7	6	6

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	86.9	98.3	88.7	93.9
1	90	91.5	93.5	90.3
2	91.1	95.6	85.2	89.9
3	88.9	92.9	84.9	91.4
4	89.9	94.4	89.7	83.8
5	92	93	80.6	94.4
6	85	93.5	95.3	89.7
All Years	89.1	93.6	89.1	90.5
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

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Attendance is marked daily through the EBS student management system. Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence through notifying the school through a variety of ways, although most commonly through returning a tear off slip from our weekly newsletter. If students have non attendance for more than two days the school will make contact with the family.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.07

\*Full Time Equivalent

Aboriginal composition of Towamba Public School is 0.

### 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 are accredited at proficient level and are undergoing relevant professional learning to support the school plan and maintain accreditation. Staff have undertaken professional development in L3, Early Action for Success, STEM, Mini/Multilit, LMBR and mandatory training in anaphylaxis, code of conduct, child protection and CPR training and the principal attended the Principal Induction Conference.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	55,074
<b>Revenue</b>	379,755
Appropriation	368,798
Sale of Goods and Services	0
Grants and Contributions	9,994
Gain and Loss	0
Other Revenue	0
Investment Income	962
<b>Expenses</b>	-386,753
Recurrent Expenses	-386,753
Employee Related	-354,208
Operating Expenses	-32,545
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-6,998
<b>Balance Carried Forward</b>	48,076

Towamba Public Schools utilises the EFPT to plan for the year's expenditure, especially the biggest commitment of additional staffing for our small yet challenging cohort. As the financial tools improve over time the monitoring of the planned expenditure is easily reviewed. Towamba School is lucky to have a very active P&C which assists the school to subsidise excursion and activity costs so that all families in our low socio-economic area have the opportunities to participate fully. Resources and consumables to enhance the educational needs of our students are purchased according to our plan. As SAP Finance including SAP HR continues in the future the comparative data will become more meaningful. Additional SLSO and teacher time has been funded from the school operational funding so maintaining some surplus allows this to be planned for in the following year as well, as well as consideration for technological upgrades. We have carried a balance forward of \$48076. It is important that Towamba Public School carries over an amount each year, as this balance carried forward is used to fund staffing that is over our entitlement, so that Towamba Public School is able to operate with two classrooms four days per week.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	283,023
Base Per Capita	3,481
Base Location	8,859
Other Base	270,684
<b>Equity Total</b>	28,588
Equity Aboriginal	3,517
Equity Socio economic	11,855
Equity Language	0
Equity Disability	13,217
<b>Targeted Total</b>	11,861
<b>Other Total</b>	28,796
<b>Grand Total</b>	352,269

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.

NAPLAN trend data for students completing the 2018 NAPLAN assessments in literacy at Towamba Public School were unreliable due to the small student numbers completing the tests. In 2018 5 students in total completed in NAPLAN consisting of two grade 3 students and three grade 5 students. In literacy the average NAPLAN scores in grade 3 were well above the state average with the grade 5 average score below which reflected the local school assessments of the

small cohorts. For example the average score for Towamba Public school in writing in grade 3 was 426.8 compared to the state average of 407.8. Whereas in grade 5 Towamba Public School's average score in writing was 427.4 compared to the state average of 463.6.

NAPLAN trend data for students completing the 2018 NAPLAN assessments in numeracy at Towamba Public School were unreliable due to the small student numbers completing the tests. In 2018 5 students in total completed in NAPLAN consisting of two grade 3 students and three grade 5 students. In numeracy the average NAPLAN scores in grade 3 were well above the state average with the grade 5 average score below which reflected the local school assessments of the small cohorts. For example the average score for Towamba Public school in writing in grade 3 was 424.2 compared to the state average of 406.6. Whereas in grade 5 Towamba Public School's average score in writing was 399 compared to the state average of 493.7.

Premier's Priority: Towamba Public School had 20% of students in the top two NAPLAN bands in reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

At Towamba School parents and community members are encouraged to become active and engaged members of the school community through a variety of different opportunities which help build the school as a cohesive educational community and in turns acts as a barometer to parent satisfaction. School related activities such as classroom learning activities, assemblies, garden program, special days such as our craft day, excursions, KindyStart program, playgroup, student lead conferences, the P&C and classroom support. Community participation in these events are crucial in keeping our strong relationships between our school and our community and participation is valued highly and celebrated. These interactions allow families and community members to be active members of the school allowing them to be knowledgeable of students learning giving them exposure to the opportunities that Towamba School gives their children, which in hand gives them joy. Opportunities for community members to participate is also a very positive wellbeing tool as, when parents are active in the school, it gives a sense of pride and wellbeing to the students which echoes much longer than just when their parents are at the school.

At the completion of each term we have a community assembly where students showcase their learning with a performance, awards are handed out, community volunteers are recognized and the P&C provide catering for the event. In 2018, at the completion of each assembly we have also been providing

opportunities for family and community members to participate in learning activities, together with our students. This has been hugely successful, with a high number of parents and community members staying on after the assembly, becoming completely immersed alongside the students, which in turn puts smiles on everyone's faces!

Attendance at the above mentioned opportunities has been very high by community members and parents which is a huge sign of satisfaction in a small school environment. Towamba Public School is proud of having an open and nurturing environment where they see the principal and teachers daily at the gate and this gives a chance to speak to staff informally, as well as making appointments to see staff in a more formal way to engage in dialogue.

In self-reflection during the external validation process we realised that we need to make other and more formal opportunities to gauge Parent/caregiver, student, teacher satisfaction and this is an area that we have committed to engaging in in 2019.

## Policy requirements

### Aboriginal education

Towamba Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. To provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students Towamba School participated in Naidoc week celebrations and education at Jigami, and continued visits from Nathan Lygon to immerse Towamba students in gaining an understanding of local indigenous cultures and language. Nathan Lygon continued his strong partnership with Towamba School after Nathan and Chelsy Atkins delivered the Allawah Ngindigaan language and culture program in 2017. Towamba School Principal Glenn Dinwoodie and Nathan Lygon produced a movie sharing the Indigenous language and culture that the Towamba Students have learnt with Nathan so that Nathan could share with students of Maningrida in Arnhemland where Nathan visited and immersed himself in their language and Culture program. Glenn Dinwoodie played a major hand assisting Towamba resident Vicki McCredie setting up this cultural

### Multicultural and anti-racism education

The Multicultural Plan 2016–2018 which ensures that the needs of culturally diverse NSW and the anti racism policy which commits the department to the elimination of all forms of racial discrimination in NSW Government schools have been distributed and discussed during staff meetings. In 2018 we are unable to train an Anti-Racism Contact Officers (ARCOs) as this was a difficult position to fill, due to the training clashing with other commitments with an aim of having an ARCO trained in 2019.