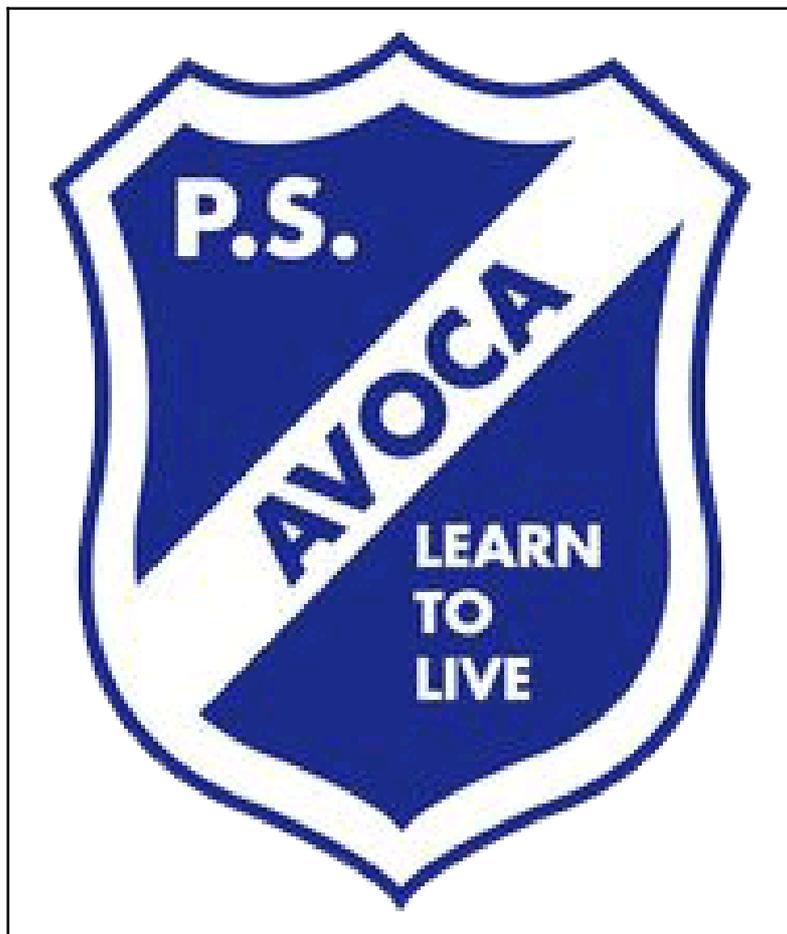


Avoca Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Avoca 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

Avoca Public School is committed to the growth and development of each and every student in a warm, caring and inclusive environment with a strong focus on community engagement. We foster a school wide culture of continual collaborative responsibility that drives partnerships between parents, students, staff and agencies alike.

We work together to ensure our students are inspired learners, creative thinkers and will have the skills to strengthen their value and confidence as young adults. We encourage students to take learning risks through their knowledge of growth mindset applications embedded in our learning culture. Our students are encouraged to be motivated and adaptive learners who have the critical and creative thinking skills of future focused citizens.

Our staff are dedicated towards the core value of learning success for every student. We embrace change and believe that this drives strategic and effective teaching and learning practice for future focused individuals. Our Staff are committed to achieving exemplary skills in professional practice and take personal responsibility for improving their professional acumen through understanding how students learn.

School context

Avoca Public School is a small K–6 school located in the Southern Highlands, in the Wollondilly region, with the traditional custodians of the land being the Gundangara People. With an enrolment of 16 students, and a changing but stable demographic, Avoca Public School continues to offer all students a broad range of learning opportunities in a safe, caring and attractive environment.

Our school has a long tradition of educational excellence and involvement in the community.

Avoca Public School is a proud member of the Bong Bong Learning Community and as a result our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

Avoca Public School also works in partnership with the Moss Vale Community of Schools.

Our school community is active and informed, with the Parents and Citizens providing strong financial support for a variety of curriculum and extra curricular programs.

Avoca Public School delivers a systematic and explicit quality public education for the children and families in our community. We have a dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve wonderful results that take them further and, help them to strive for their best. We validate this in our motto of 'Learn to Live'.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching

Purpose

To build the capacity of teachers through shared expertise, to respond to the identified needs in literacy and numeracy.

Improvement Measures

- Increased % of students average scaled score in PAT Reading.
- Increased % of students average scaled score in PAT Maths.
- Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.
- All staff engage in professional dialogue, collaborative practice and data use as measured by confidence / satisfaction surveys.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Planned combined professional learning meetings across BBLC.

BBLG collegially developed protocols for observations and feedback.

Teachers participate in classroom planning, observations and feedback across the BBLC schools based on PDP goals aligned to the Professional Standards.

Planned stage based meetings for consistent teacher judgement.

Using Data to Inform Practice

Collection of baseline data across schools in the form of surveys.

Quality professional learning provided to teachers in the effective use of data.

All schools to complete PAT comprehension and Maths in term 4.

Regular stage meetings for teachers to share and analyse data.

Evaluation	Funds Expended (Resources)
<p>Quality Teaching</p> <p>We as a small team have had links with the BBLC (Bong Bong Learning Group) our network community of schools for teaching and learning development. We have also established an executive network group (the BEN network) that develops the practices of the teaching principal. The progress we have made is based on the following data; survey data, minutes of meetings, exit slips and informal anecdotal communication, classroom observations and onsite professional learning to review practice efficiency in terms of our K–6 classroom. After analysing this data we know that one of Avoca's staff were participating in this process well but it was not directly managed by the teaching Principal at Avoca PS as they worked across multiple sites within the COS. We will activate continued sharing of practices from these meetings that will ensure currency of consistent teacher classroom teaching practices within our school.</p> <p>Using Data to Inform Practice</p> <p>The progress we have made is based on the following data. The data we used was PAT, SENA's, Avoca Formative Assessment, Guided reading PM</p>	

Progress towards achieving improvement measures

assessments and NAPLAN to inform our Learning and Support team. After analysing the data we know that we needed to develop IEP's that were reflective of these targets to modify student learning. Students had meetings with the teaching principal to set learning goals that were responsive to targets from the IEP. This has implications for 2020 as this data will help support their transitions to their new school to continue their personal learning journey.

Process 2:

Evaluation	Funds Expended (Resources)
There is no process two. it is combined in process one.	

Strategic Direction 2

Collective Wellbeing

Purpose

Develop and implement a school specific well being program for all students. .

To encourage the connection of students, staff and parents, in an ever-changing world. This will enable them to be reflective, resilient, proactive and adaptable citizens.

Improvement Measures

- 100% of students demonstrate and understanding of resilience and mental wellbeing in the playground and classroom through targeted growth mindset programs.
- Demonstrated improvements to support cognitive, social, emotional, physical, and spiritual wellbeing of students are evident based on the results of Wellbeing Self Assessment Tools.
- Increased healthy eating options for students. Focusing on redeveloping our canteen opportunities through community connections, local business and paddock to plate processes.

Progress towards achieving improvement measures

Process 1: Engaged Staff

All staff to engage in professional learning on the wellbeing framework and undertake professional learning in eSafety practices, mental health and wellbeing.

Supportive Practices

Introduce to the community the E-Safety Commissions online wellbeing program and further develop Positive Wellbeing for connecting, succeeding and thriving that 'best fit' our community.

Wellbeing Framework

Developing a Wellbeing framework, including quality practices from DoE policy, by professionally developing staff knowledge and understanding. This will include using informed pedagogies such BeYOU, eSafety practices, and researched based, evidence informed, age appropriate teachings.

Healthy Canteen

Build a healthy canteen as determined by DoE policy.

Evaluation	Funds Expended (Resources)
<p>We are consistently exceeding our community expectations for school wellbeing. After analysing our current trends moving forward from 2018, we know that our data told us that 100% of our students grew in confidence and resilience, developing their learning grit through our Chaplaincy program continuing 2 days per week in 2019. This was additionally supported by an SLSO. This enable us to make fair and careful considerations on every student's wellbeing, conducting brainstorming sessions that unpacked the students diversity, respect and value of people's difference. Students consistently sought to support practices to realise their full potential as connected and contributing members within their community and school.</p> <p>Students felt valued, supported and from verbal parent feedback survey's, 100% reflected on their growing capacity to work through their school days. Parents felt communicated to, sharing concerns and compliments with the staff throughout the process connecting them with their child's learning at Avoca PS. Staff felt the school's plan was working and developed a positive</p>	<p>Chaplaincy funding – Generate Additional SLSO Be You Program Agri Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)• No additional funding (\$0.00)

Progress towards achieving improvement measures

school culture across the year. As a result of this activity we are working towards sustaining this practice in 2020.	
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Process 2:

Evaluation	Funds Expended (Resources)
There is no process two.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		No funding was received.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$14 054.00) 	The funding source is used to provide time for the Teaching Principal to be off class, onsite, to conduct Learning and Support student profiling, testing, IEP updating and solution focussed learning plans for the students at Avoca PS. This information is shared across the teaching drive to support whole school communication, transparency and programming. This operates weekly, half days and will continue into 2020.
Quality Teaching, Successful Students (QTSS)		No funding was received.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	5	5	4
Girls	15	11	9	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.5	87.6	82.4	97
1	97.8	97.3	86.8	88.8
2	95	95.1	89.7	
3	95.7	90.3	100	84.4
4	90.3	87.9	98.1	94.4
5	90.3	86.7	95.9	95.1
6	94.6	95.7	87.7	92.8
All Years	94.1	90.8	91.5	92.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	-19,947
Revenue	370,595
Appropriation	361,270
Grants and contributions	9,239
Investment income	86
Expenses	-398,395
Employee related	-348,392
Operating expenses	-50,003
Surplus / deficit for the year	-27,800

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	16,730
Equity - Aboriginal	889
Equity - Socio-economic	1,786
Equity - Language	0
Equity - Disability	14,054
Base Total	295,944
Base - Per Capita	3,285
Base - Location	1,352
Base - Other	291,308
Other Total	23,743
Grand Total	336,417

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents:

- believe teachers have strong positive rapport with students,
- believe that learning is individualised and student-centred,
- supports wellbeing to engage safe mental health functionality and drive learning adaptability,
- feel welcome, informed and feel that the school supports all families.

Staff

- feel valued and supported, particularly during the 2019 bushfire season,
- believed they are making a positive educational difference to each student,
- satisfied with access to professional learning both online and face to face which develops their educational prowess.

Students

- feel valued and cared for, and that they have positive relationships with all teachers,
- love coming to school each day,
- enjoyed new open leadership opportunities both within school and while representing the COS,
- have strong relationships with their teachers and feel they can ask any questions throughout their day.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.