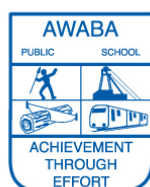# Awaba Public School

2019 Annual Report

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Introduction

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

Awaba Public School thrives in a community of motivated students, parents and staff. We live, work and learn in a safe, fun and happy environment. We value individuality, through acceptance, encouragement and tolerance. We foster personal excellence through effort, goal setting and the use of technology. We focus on real life experiences, which connect us with our community and underpin our small school ethos: small school, big ideas.

School context

Awaba Public School's school motto is "Achievement Through Effort". The school is situated on the western fringe of Lake Macquarie. The current enrolment is 38 students, three of whom are Aboriginal. We have two mainstream classes, K–2 and 3–6.

The school receives Socio–economical Background Funding, Integration Funding and Low–Level Adjustment for Disability Funding. The P&C are extremely active and have been integral in promotional activities, school grounds improvements and support of learning endeavours.

Awaba Public School has experienced a high percentage of growth in student enrolments due to student successes, systematic school promotion and strong bonds with parents and carers and the broader community.

Awaba Public School enjoys a small school alliance between Argenton PS, Boolaroo PS, and Fassifern PS.

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. 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.

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/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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality teaching and learning

Purpose

To deliver an equitable, reliable and challenging learning environment, based on quality, consistency and a high level of professional practice.

Improvement Measures

At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy continuums relevant to expected timeframes.

Increased use of continuums as a tool to effectively monitor student learning.

Progress towards achieving improvement measures

Process 1:   Data Skills and Use

* Implement a whole school approach to monitor students on continuums and identify personal learning goals, which consider consistent judgement and individualised learning provisions.

Evaluation	Funds Expended (Resources)
Students received individual instruction derived from the analysis of individual growth targets in NAPLAN numeracy and reading. Individual item analysis also formed the basis for group and individual instruction. The Learning and Support Team consulted with District office personnel to target items in student Personal Learning Support Plans and Personal Learning Pathways to enhance and drive student growth. Teachers used continuums to plot student growth and students set goals and celebrated achieving personal targets through 3–way conferencing.	$21 877 LaST Support $4 411 Literacy and Numeracy **Funding Sources:** • Low level adjustment for disability ($5339.00)

Process 2:   Small Schools Alliance

* Engage in professional learning and collegial sharing, across a small community of schools, focussed on teaching and learning.

Evaluation	Funds Expended (Resources)
The small school's alliance meetings have allowed for the planning and implementation of events across the four small schools. Teachers have built networks for sharing and learning and principals have developed a trusting and professional support network.	$985 events travel

Process 3:   Focus On Writing

* Improve student achievement in writing through the implementation of evidence–based practices.

Evaluation	Funds Expended (Resources)
Teachers share student goal information, pedagogical techniques and judgement criteria to drive student success in writing. Explicit writing instruction allows the students to break up the tasks into learnable features and elements and ensures individual growth.	$1 100 teacher release

Strategic Direction 2

Engaging personalised learning

Purpose

To engage students in a personalised learning environment that motivates, nurtures, guides, challenges and inspires, through explicit and meaningful experiences.

Improvement Measures

Students demonstrate achievement of personal goals.

Overall summary of progress

Teaching and learning programs provide opportunities for students to unpack outcomes and set attainable goals. Students undertake self–assessment informally in lessons and as part of the 3–way conferencing process with parents and carers. The Learning and Support Team monitor student achievement and help students to form new goals. Lessons are differentiated to provide remediation and extension according to student needs.

Progress towards achieving improvement measures

Process 1:   Curriculum Provision

• Implement and maintain school initiatives and programs, which provide explicit learning goals, ensuring cultural, contextual and individual needs are considered.

Evaluation	Funds Expended (Resources)
3–way reporting and student work sample reports are delivering opportunities for students to explain personal learning goals with a supporting sample. One–to–one instruction with the Learning and Support Teacher target cultural aspects and individual strengths for meaningful goals setting and achievement. Learning and Support meetings involve all staff and provide a collegial and diverse picture of each student in order to achieve set goals.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($6403.00)

Creative communications and connections

Purpose

To enrich positive, compassionate and trusting relationships, which identify needs and support an inclusive, vibrant school culture, which is flexible and dynamic.

Improvement Measures

School based wellbeing data demonstrates positive growth.

Attendance data will demonstrate consistent improvement in term percentage reports.

Progress towards achieving improvement measures

Process 1:   Wellbeing

Improve wellbeing by implementing evidence–based, whole school practices, utilising community partnerships.

Evaluation	Funds Expended (Resources)
Wellbeing data was gathered on a student, teacher and parent level. Student data from the Skills Streaming program revealed a positive common language around skills used to get along within the school learning and social environment. Skill Streaming Survey results from parents and teachers found that the school as a learning community utilised the skill routines and this has been positive in and outside the school environment.	

Process 2:   Learning Culture

Improve student attendance to maximise learning.

Evaluation	Funds Expended (Resources)
Attendance materials issued in newsletters, on the Facebook page and the school website. Student information around poor attendance delivered to motivate change. Student attendance across the school is better than the state average target and is continuing to be addressed on an individual needs basis.	

Process 3:   Student Engagement

Implement dynamic school initiatives, focusing on real life experiences, that build confidence in students' ability to learn, adapt and have fun as responsible citizens.

Evaluation	Funds Expended (Resources)
Dynamic school initiatives continue to offer students varied and individual modes of learning and cater to individual needs. The cooking program, student Facebook uploads and messages, student–designed and advertise school sign messages, student organised and run events and excursions, The Big Day excursion program, student newsletter segments, assembly presentations and school clubs, including Awaba's award–winning gardening and Environmental Education programs.	$500 Kiwanis donation for gardening equipment $200 Lake Macquarie Environment Awards recognition award

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2 832 **Funding Sources:** • Aboriginal background loading ($2 832.00)	Students participated in activities and fact–finding research to determine their family heritage, cultural background and routines and rituals. Students realised a newfound interest in family trees and family history, which included opportunities for them to communicate with family using their language. The cultural excursion had to be postponed due to a reshuffle in the stage 3 camp due to catastrophic bushfires forcing closures across New South Wales.
Low level adjustment for disability	$300 Gross motor and fine motor resources were updated. **Funding Sources:** • Low level adjustment for disability ($2 580.00)	These funds were pooled to provide the stability of a full–time temporary teacher on the K12 class. This resulted in minimal disruption to class time and consistent student progress towards learning outcomes.
Quality Teaching, Successful Students (QTSS)	$6 403 part of these funds were pooled	These funds were pooled to provide the stability of a full–time temporary teacher on the K12 class.
Socio–economic background	The flexible funding resource was utilised for teacher time and also to purchase robotic hardware. **Funding Sources:** • Socio–economic background ($32 341.00)	These funds were pooled to provide the stability of a full–time temporary teacher on the K12 class and also to provide a dedicated science teacher for one day a week, focusing on science, coding and digital technologies. The science teacher delivered staff and community training sessions in coding and digital technologies.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	22	19	23	23
Girls	14	16	15	14

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	88.9	95.3	94.6	95.7
1	94.6	94	89.2	91.1
2	96.4	94.1	93.5	96.1
3	91.7	98.3	95.4	92.6
4	98.7	93.9	97.5	91.8
5	97.8	95.5	94.9	91.4
6	92.8		95.9	89.5
All Years	93.4	95.1	94.9	91.8
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	93
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		92.5	92.1
All Years	94	94	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)	1.41
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	81,187
Revenue	641,408
Appropriation	625,539
Sale of Goods and Services	762
Grants and contributions	14,880
Investment income	228
Expenses	-602,556
Employee related	-554,666
Operating expenses	-47,890
Surplus / deficit for the year	38,853

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	73,158
Equity Total	59,292
Equity - Aboriginal	1,656
Equity - Socio-economic	43,012
Equity - Language	0
Equity - Disability	14,624
Base Total	474,964
Base - Per Capita	8,916
Base - Location	0
Base - Other	466,048
Other Total	8,956
Grand Total	616,369

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

Parent/Carer Satisfaction – Term 1 2019

Parent/carer satisfaction plays an important role in the decision making process at Awaba Public School. The staff team, including non–teaching staff, collaborated to formulate a parent/carer survey. The survey was conducted at the annual Easter Hat Parade. The school captains conducted the survey by asking all members of the school community to participate.

Participants were issued a strip of 10 dot stickers and asked to place them in boxes under the headings of the things they felt Awaba Public School does well. It was explained that they did not need to use all of the stickers and that they could also ask for more stickers if they ran out.

Dots Placed: Scores ranged from 3–14 dots under each heading.

The items that recorded 6 or higher: small schools inter–school competitions, anti–bullying teaching and promotion, student recognition awards, school and P&C events, the use of communication via texts, social skills lessons and communication, extracurricular provisions including cooking skills, information dissemination via newsletters, classroom learning environments, teacher accessibility, inclusion for all students, special needs education and provision, open–door policy, fun, maintaining school grounds and school staff seeking improvement.

The items that recorded 5 or lower: communication around academic programs, understanding student reporting, knowledge of environmental education, communication via email, technology availability, computer programs for students, school promotional activities, teaching student safety, supporting the P&C, listening to suggestions and listening to the students.

Evaluation: After collating the survey results, the findings were tabled at the next P&C meeting. P&C members explained that it was good that surveys at events reached a wide range of community members however, they found it hard to concentrate due to the excitement at the time. It was also noted that some members did not know they could use more stickers if needed.

A deeper level of information provision and school activities promotion with our community was highlighted as a future direction. Programs such as our award–winning Environmental Education and teaching and learning programs could be far better communicated to parents and carers, and in a more varied way.

Future Directions: Teachers have approached the P&C and are scheduled to deliver information sessions as part of the P&C meetings in 2020. The sessions will include reporting to parents, Digital Technologies, student computer applications and will also include student participation.

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.