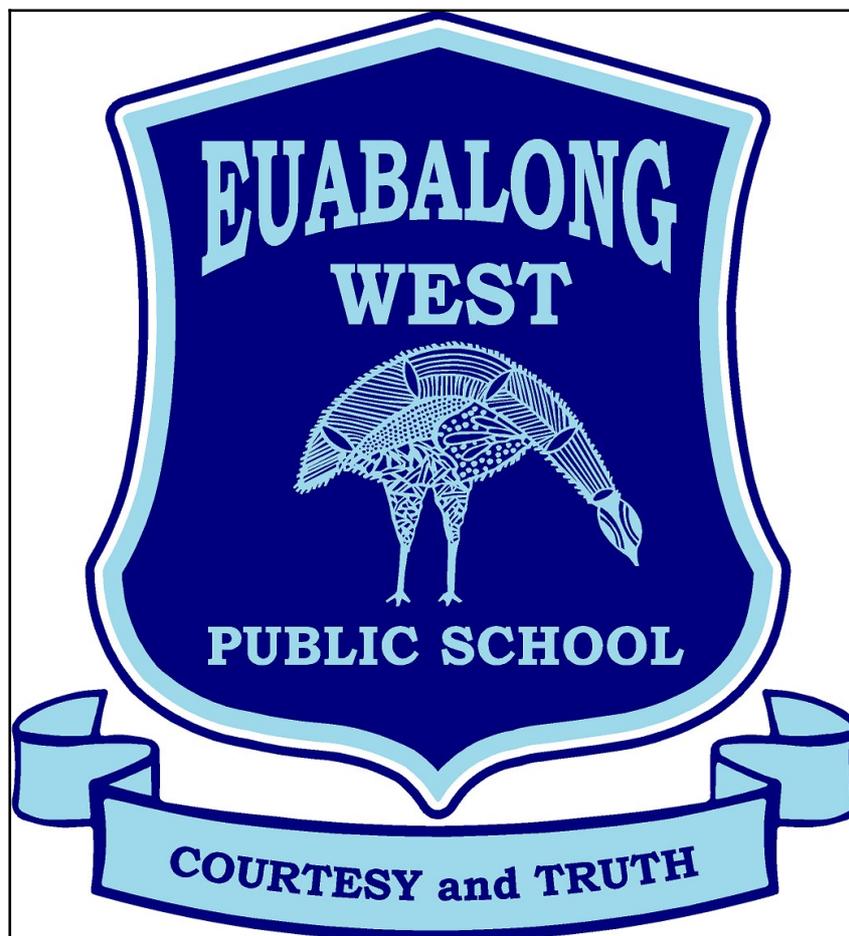


Euabalong West Public School

2019 Annual Report



1867

Introduction

The Annual Report for 2019 is provided to the community of Euabalong West 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.

School contact details

Euabalong West Public School
Uabba Street
EUABALONG WEST, 2877
www.euabalongw-p.schools.nsw.edu.au
euabalongw-p.school@det.nsw.edu.au
6896 6649

Message from the principal

As the newly arrived Principal at Euabalong West Public School (EWPS) in July 2019, I would like to introduce myself. I have been permanently appointed to the Principal position and now live within the community. I bring with me my entire family and look forward to being accepted as a community member as we strengthen this school together over time. I have recently come from the Relieving Principal role at Coonabarabran Public School and prior to that I was at Wee Waa Public School. My experiences 'out west' began in 2018. Prior to this, I have spent most of my career on the Central Coast, near Newcastle. It is very clear to me that coming to EWPS is a positive change for me where the staff and community have embraced me as their new leader.

My role in 2019 has been to get to know EWPS and facilitate all learning and administration tasks for the smooth running of the school. As I have grown to understand this school, I have noted exemplary student behaviour, community support and staff commitment. These outstanding attitudes exemplify how great schools are built on strong community involvement and setting high expectations. I am very impressed with the EWPS wider school community and am honoured to take over the Principalship.

This report outlines the many areas of progress within the school for the 2019 school year. I trust you will find the information informative and rewarding.

I wish you all the best and thank you for your commitment as we grow together,

Bruce Robinson

Principal

School background

School vision statement

Euabalong West Public School creates resilient lifelong learners through supportive and individualised quality education.

School context

In 2019, Euabalong West Public School has an enrolment of 21 students including 12 students that identify as Aboriginal. Our school is located on beautiful grounds in the township of Euabalong West. The school caters for families located in the township of Euabalong and Euabalong West as well as families located on farming properties. The school is located in the Central West of New South Wales approximately 170 kilometres from the regional centre of Griffith.

Euabalong West Public School is organised into two classes, giving us the opportunity to split into two groups for most Key Learning Areas. The staff are supported one day per week by an Instructional Leader through the Early Action for Success initiative. This targets early intervention in the areas of Literacy and Numeracy, but also is extended to Years 3–6 within our context. The school is committed to evidence based teaching and learning programs such as: Language Learning and Literacy (L3), Focus on Reading (FoR), Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Euabalong West Public School is an integral member of the Rural Innovative Educators Network (RIEN) of small schools. Through the RIEN the school participates in a variety of student activities including Spelling Bee competitions, debating and joint excursions to promote socialisation. The school is also a key member of the Lower Lachlan Primary School Sports Association and the Lake Cargelligo Small Schools Sports Group where students are able to join with local schools for swimming and athletic carnivals.

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>

Strategic Direction 1

Quality Learning & Teaching

Purpose

To improve literacy and numeracy standards of students through high quality teaching practices that are evidence based and to develop a collaborative community of learning to promote lifelong learners.

Improvement Measures

All students show growth and an increase of students showing higher than expected growth in literacy & numeracy utilising NAPLAN and school identified measures.

An increase of students are at or beyond their learning expectations measured through the Australian Literacy & Numeracy Learning Progressions.

Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AISTL) Self-Assessment Tool and in relation to the Performance Development Framework.

A sustainable collaborative practice system is embedded across the Rural Innovative Educational Network (RIEN) with all staff participating in meaningful collaborative practice.

Progress towards achieving improvement measures

Process 1: *Quality Research-based Professional Learning*

Staff engage in research-based professional learning to build the understanding and capacity of staff to collect, interpret, analyse and utilise data to develop differentiated learning and teaching programs to support students.

Evaluation	Funds Expended (Resources)
<p>Information gained around evidence-based practice will be incorporated into whole school planning for 2020. Achieving high expectations coupled with student centred learning will be fundamental to increasing growth for all students. Staff professional learning will be the key component of improvement for quality teaching and all staff members will be up-skilled towards self-reflective practice, which informs teaching.</p> <p>Future professional learning in areas such as EAfS numeracy will entail a reporting back/feedback and implementation focus for school improvement in student learning outcomes in areas targeted by the Premier's Priorities</p>	<p>Extended Induction program for Principals is funded by Leadership and High Performance.</p> <p>Early Action for Success fund the teacher professional learning in numeracy.</p>

Process 2: *Reflective Practice*

Students and staff engage in reflecting and evaluating on their own personal and professional learning goals. Staff support students using effective feedback.

Evaluation	Funds Expended (Resources)
<p>PDPs were collaboratively developed and reviewed throughout 2019, with all staff being successful in achieving predetermined goals and targets to a satisfactory level. Some areas will continue to be pursued in the 2020 PDP process.</p>	<p>nil</p>

Process 3: *Collaborative Practice*

Develop and embed explicit systems to facilitate professional dialogue, collaboration, classroom observation, team teaching and timely feedback between staff within the RIEN.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All anticipated curriculum development targets were met within the RIEN throughout 2019. Though some redefinition of expected targets occurred, it was within the parameters of initial expectations. Meetings of the RIEN occurred regularly and a two day training session for the development of the PD/H/PE scope and sequence was attended. The scope and sequence was completed and is now shared through an online platform all members of the RIEN can access.

Travel

Strategic Direction 2

Wellbeing

Purpose

To improve the wellbeing of all by working in partnership to ensure students, staff and the school community are healthy, safe and happy, enabling them to be effectively engaged in their learning.

Improvement Measures

Improvement in school attendance data, particularly for at risk students from 2017 baseline data.

A reduction of negative incidents involving students recorded on Sentral.

Increase of student, parent/caregiver and staff satisfaction in regards to student wellbeing compared to 2017 baseline data.

Progress towards achieving improvement measures

Process 1: *Whole School Integrated Approach*

Implement a whole school approach to wellbeing in which students, staff and the wider community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
In 2019 numerous RIEN meetings and Principal Network hubs were attended by the Principal. Other activities have included small school athletics, swimming creative and practical arts and NAIDOC Week celebrations. All events had maximum attendance and engagement from EWPS students and staff with feedback being extremely positive on all occasions.	\$1000 Cost of travel and equipment to participate.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SBAR Allocation for Aboriginal Background as well as funding from teaching, wellbeing and learning areas of the 2019 budget.	Activities provided for students demonstrated access to culturally significant learning and were inclusive of all students. Awareness continues to be raised to promote cultural inclusivity and togetherness with all students expressing satisfaction with learning activities and events provided. Parents continue to express positive feedback around the schools management of these areas.
Low level adjustment for disability	Additional release and aide time for teachers as required.	Differentiation is the key to effective adjustment for disability. Teachers have been encouraged to identify key areas for adjustment for learning and there has been some impact. In 2020, it is anticipated further staff professional learning in this area will occur to strengthen a whole school approach to learning adjustment.
Quality Teaching, Successful Students (QTSS)	Wendy Brett, School Learning and Support Officer, one day per week.	This process was placed on hold in Semester 1 as the school awaited a new Principal. In Semester two, the role of the SAS staff member was clarified and areas for 2020 planning were considered. It is unclear whether the initiative was successful as data collected was limited in 2019. Planning for 2020 will include regular data collection and review to assess the value of this initiative and its potential utility in the future.
Socio-economic background	School funding	All teaching and learning took into consideration socio-economic background. Impacts, such as drought, were factored into planning with all students supported within their own and the school context to ensure maximum engagement and opportunity for success. Feedback around these measures is strongly positive with all families expressing satisfaction with the school and the quality of learning provision.
Early Action for Success	Staff attend relevant training to support development of teaching programs incorporating EAfS.	Throughout 2019 intensive focus was placed on teaching using strategies developed through EAfS. The new Principal, new Instructional Leader and former Principal attended professional learning in Sydney at the EAfS Conference, where they collaborated in planning targeted interventions and future directions which incorporate high expectations for learning.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	11	11	10	8
Girls	12	10	15	11

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	78.7	87.9	
1	92.2	95.4	85.8	92.6
2	86.4	91.5	92.5	86.8
3	91.5	86.4	93.4	95.7
4	95.9	93.8	90.2	90.3
5	95.5	89.8	92.3	75.8
6	88.4	97.7	93.6	92.2
All Years	92.2	91.1	91.1	91
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	
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	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)	0.73
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.93

*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	65,443
Revenue	669,861
Appropriation	660,790
Sale of Goods and Services	2,632
Grants and contributions	5,821
Investment income	618
Expenses	-635,968
Employee related	-572,959
Operating expenses	-63,008
Surplus / deficit for the year	33,893

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	18,376
Equity Total	126,163
Equity - Aboriginal	26,739
Equity - Socio-economic	58,301
Equity - Language	0
Equity - Disability	41,123
Base Total	373,839
Base - Per Capita	5,866
Base - Location	20,374
Base - Other	347,599
Other Total	26,681
Grand Total	545,059

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The parents and caregivers of the Euabalong West Public School (EWPS) community repeatedly express positive feedback about their levels of satisfaction with the school. This is largely because of the outstanding behaviour, attendance and engagement of students, coupled with staff commitment to nurturing the students' progress. All students express great satisfaction with their learning experiences and demonstrate positive attitudes towards their schooling. Attendance rates are very high for most students. Within the EWPS community, strong home–school links have been forged and continue to be fostered to enable collaborative, effective working partnerships and a streamlined learning environment for all students. Wellbeing of students at EWPS remains a priority, where harmonious interpersonal relationships are a focus and are regularly evident in day to day activities.

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.