

Towamba Public School

2019 Annual Report



TOWAMBA
PUBLIC
SCHOOL



3252

Introduction

The Annual Report for 2019 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.

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Message from the school community

It's been a busy year for the P&C. We have done some big catering jobs this year which at times felt like we'd bitten off more than we could chew, including the 2 team sorting events and the Open Gardens weekend. All of which were very successful, but only because of the support of parents and community members. Throughout the year almost every single school family has been involved or made donations with either these catering events or school events such as the Art and Craft day. I challenge you to find a school with better support. So thank you all.

We have been able to purchase a new digital piano, which you've heard already tonight, a "key" part of the school music program. I would also like to sincerely thank Vicki and Maggie for their contributions to the school this year. Thanks to Karen How for coordinating the school canteen again this year and everyone that volunteers there. Thank you to everyone for supporting our raffle tonight as well.

The P&C are pleased to contribute money when asked, for excursions and supplies that enhance the school experience of our students. P&C meetings are easy to be a part of, with the school requests for funding always reasonable and unquestionably good ideas with student interest at heart. Thank you to the teaching and administration staff for making this the case. Lastly I'd like to thank our school Principal Glenn Dinwoodie for his leadership over the past couple of years. You will certainly be missed, and your organisation, patience, kindness, approach to individualised learning, and voice that can be heard without a microphone, hasn't gone unnoticed. Thanks again and all the best at Pambula.

Stephanie Skelton

P&C President



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 progressionss and PLAN2 (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

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

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.

Improvement Measures

- Increased Community Involvement in participation at school.
- All teachers participate in targeted professional learning and educational networks.
- Increased partnerships with small schools cluster schools.

Progress towards achieving improvement measures

Process 1: STEAM Project: Works towards building a Platform to engage both students and community in common purposeful and meaningful projects developing both partnerships and life development skills.

Evaluation	Funds Expended (Resources)
STEAM activities for 2018 and 2019 have been used as a tool to get community members not just visiting the school, but engaged and active in what is happening inside the school to gain a better understanding. This year we used STEM activities on the final days of term 2 and 3 successfully with all families that attended our end of term assembly coming to the STEM activities and being active participants, with positive feedback. We also used the arts as a driver to bring volunteers into the school. Maggie was at the school every Friday teaching music, and Vikki every week teaching Visual Arts and we had the most volunteers yet at our Arts and Craft Day.	\$800

Process 2: Workshops / Professional Learning: Build awareness and understanding of innovative pedagogy and new curriculum through workshops and increased school participation.

Evaluation	Funds Expended (Resources)
Staff attended Minds Wide Open and STEM Challenge Workshops with evidence of information from these days being implemented back into the classroom	\$2250

Process 3: Networking: Further develop our education partnerships within our small schools cluster to support curriculum implementation and innovative pedagogy.

Evaluation	Funds Expended (Resources)
This was a highly successful year in developing our partnerships as we participated in new opportunities outside our normal termly meetings (Network, SCLC and Fair ED). We participated in a joint SDD with small schools in term 2, SCLC combined SDD in term 3. Ontop of this we joined Eden Public School for two 3 hour PD sessions and minds wide open small school combined PD as well as two STEM challenge days with local schools.	\$6300



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.

Improvement Measures

Students show a positive growth in spelling and reading levels across all stages.

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)

Progress towards achieving improvement measures

Process 1: Research Based Professional Learning: Staff will participate in relevant research based professional learning that promotes regular monitoring and evaluation of assessment practices to ensure student growth (eg. Visible learning strategies and action plans, Words their Way Spelling).

Evaluation	Funds Expended (Resources)
Visible Learning continued to be implemented with success criteria and learning intentions cemented from the year before and in 2020 a school wide success criteria was formulated and promoted all year, and feedback strategies were highlighted, although needs be cemented in 2020. In 2020 Towamba School will join in other local school to partake in Corwin Professional Learning in Visible Learning which is exciting. Future focused learning, PBL and Minds Wide Open have shifted the classrooms towards a more student centred approach with students using their own interests as motivation through Passion Projects and Writer's Notebook.	\$500

Process 2: Research Based Student Learning: Establishment of a quality learning Environment which supports risk taking in learning, promotes students engagement and acknowledges students efforts and achievement.

Evaluation	Funds Expended (Resources)
All students are able to relay the whole school listening success criteria. Students have a better understanding of feedback than at the beginning of the year, although need more explicit teaching around this in 2020. Students have had a small insight into what it means to be an assessment capable learner, and there will be more development in this as Towamba takes part in the Visible Learning Professional learning on offer through Corwin in 2020. Change is evident and most students are learning to take ownership and take risks as they are given more opportunities to be in a student centred classroom through Passion Projects in K – 2 and Writer's Notebooks in 3 – 6.	\$500



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3141 Flexible Funding	After a successful language program in 2018, the plan was to continue this in 2019 unfortunately due to communication issues and delays the program did not end up running and the funds were reallocated to use on casual staff.
Low level adjustment for disability	\$15,212	This funding was used to employ a temporary staff member to reduce class size and create two classes. This provided maximised educational opportunities for all students. The separation of classes provided smaller groups which enhanced overall learning and fostered individualised attention for students with higher needs.
Quality Teaching, Successful Students (QTSS)	\$3522	Utilised in the employment of temporary teaching staff.
Socio-economic background	\$12,768	Towamba PS only receives funding for 1 full time teacher. This funding together with other sources allowed for 2 other teachers to be employed on a part time basis to accommodate the 2 separate classes. The class split has been an effective way to successfully deliver the curriculum across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	12	15	14
Girls	7	6	6	7

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.3	88.7	93.9	95.7
1	91.5	93.5	90.3	95.5
2	95.6	85.2	89.9	88.6
3	92.9	84.9	91.4	94.6
4	94.4	89.7	83.8	95.1
5	93	80.6	94.4	84.7
6	93.5	95.3	89.7	91.5
All Years	93.6	89.1	90.5	91.4
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	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)	0.5
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.07

*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.

			
Glenn Dinwoodie Principal	Nicola Grant Teacher	Kim Reddy SLSO	Nancy Blindell SAM

Albert Stephen Murray Lyn Miles

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	48,076
Revenue	449,806
Appropriation	434,691
Sale of Goods and Services	68
Grants and contributions	14,585
Investment income	361
Other revenue	100
Expenses	-427,323
Employee related	-391,870
Operating expenses	-35,452
Surplus / deficit for the year	22,483

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	12,158
Equity Total	31,351
Equity - Aboriginal	3,371
Equity - Socio-economic	12,768
Equity - Language	0
Equity - Disability	15,213
Base Total	343,439
Base - Per Capita	4,927
Base - Location	9,623
Base - Other	328,889
Other Total	38,793
Grand Total	425,742

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 website.

Literacy

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

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

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 2019, 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 2020.

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.