

2020 Annual Report

Emmaville Central School



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Introduction

The Annual Report for 2020 is provided to the community of Emmaville Central 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

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Message from the principal

Our School stands on traditional Ngorabul land. I pay my respects to the elders both past and present and to our shared country.

2020 has been a particularly challenging year for the community with the community beginning to recover from the drought and bush fires. The Covid-19 pandemic meant that the school became non-operational for the last four weeks for Term 1, and the first 3 weeks of Term 2. Staff and students adjusted well to learning from home. Parents carers, students and staff are to be commended on their efforts to ensure that learning still continued, even though students were not on site. However, despite the challenges, students and staff have risen to the challenges to provide a comprehensive K-12 curriculum, in a very caring learning environment, which attempts to meet the needs of all students.

The school has a strong culture of well-being where every child is nurtured, cared for, and challenged to achieve their best. In conjunction with other support agencies such as Royal Far West and St Vincent's de Paul we have enhanced student engagement and personal achievement. Students and staff are committed to providing students with as many learning opportunities as possible.

I commend the P&C for their efforts this year, even though they were unable to meet on site for a meeting, and sincerely thank all staff, parents and community members for their contributions to Emmaville Central School in 2020.

School vision

At Emmaville Central School we **dream** for well-rounded successful citizens. We **believe** with hard work and dedication that everyone will get there. Together we will **create** a safe, supportive and stimulating school where students are enabled to **achieve** bright futures.

School context

Emmaville Central School (ECS) caters for students K-12 in a rural community 42kms north-west of Glen Innes. The village of Emmaville has a small population (400, including surrounding areas). Affordable housing and a friendly and safe community make it attractive to young families. The village is quiet and safe, with a swimming pool, two hotels, a post office, a general store, a rural supplies store and a multi-purpose health facility. There is a strong ethic of community service and volunteerism in the town.

Emmaville Central School offers individualized learning in small composite class groups. The school has a technology network with all classrooms having interactive whiteboards. Additional laptops have been purchased for students (primary and secondary) to use. In November 2019, 24% of students identified as ATSI.

Students are able to undertake Stage 6 studies at Emmaville CS. The majority of subjects are now delivered on site. Students have the ability to access distance education for subjects not delivered locally. With an increase in staff permanency and skill set, local delivery has recently increased further. In senior years, academic pursuits and vocational education are growing priorities.

Primary students are an area of focus with significant language, literacy and numeracy support needs.

In 2019, the school is supported by extra resourcing through Early Action for Success (EaFS), utilising the expertise of an Instructional Leader, focusing on students from Kindergarten to Year 2. School prioritised funding to ensure that there is a 3 class structure in the Primary department. This allows for small class sizes and smaller student to teacher ratio for quality teaching.

The school has a student welfare worker, engaged under the Commonwealth Government's Chaplains and Welfare Workers in Schools program. The schools Parents and Citizens Association manage this program.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

TEACHING: Highly engaged and dynamic staff who are innovative and collaborative educators

Purpose

Staff will have the skills to describe their students and identify those with additional support needs. Student needs will drive the programs delivered. Students will have differentiated learning across all areas (accommodations and learning adjustments). Staff will develop expertise at making differentiation's and ensuring reasonable accommodations and learning adjustments are planned and implemented.

Teachers will be highly engaged professionally in their own subject areas and value networks external to the school. They will be experts in their own teaching areas who are also excellent practitioners. High and reasonable expectations are made to reduce student stress & disengagement.

Staff will be committed to the school, students and each other with an understanding of the strength that comes from great teamwork. Staff will work together to assume a collaborative stance, working together to deliver a whole school vision to improve outcomes for every student. Teachers will model a growth mindset and as such, develop a culture which will extend to the wider community.

Improvement Measures

Teacher EFT / enrolments - evidence of an increase of enrolments

Attendance comparison

Formative / Summative Assessment (NAPLAN, local assessment, exams)

Conduct survey on engagement & collaboration

Tony Heart - Appraisal, Recognition & Moral Survey

Focus groups / team groups among staff

Staff sick leave register

Staff observations

Small data: the person is visible (but not named)

Sampling techniques (students and teachers)

Teach to teacher trust survey (Tony Bryk)

Baseline: (In Term 1, 2018)

- Asked for contribution from staff at meetings with no-very limited response.

- Observations on staff engagement in the community is low

Progress towards achieving improvement measures

Process 1: Staff Development and Learning:

- Allow for the continued use of the PDP document.
- Professional Learning for staff and sharing this learning, skills and knowledge with colleagues.
- Collaboration between staff including across stage and faculty.
- Formal mentoring by instructional leaders, including peer feedback and observations.

Evaluation	Funds Expended (Resources)
All staff had made progress towards PDP goals or had achieved goals. L3 strategies being utilised in K-2 under EaFS -but have worked with colleagues in the absence of an Instructional leader	Funding Sources: <ul style="list-style-type: none">• Early action for success (\$17000.00)

Progress towards achieving improvement measures

Received training for staff in line with their PDP's

More staff engagement in staff meetings - shared delivery of PL, Skillset and confidence in staff improves and enhanced - leadership opportunities for all staff

Process 2: Effective Classroom Practice:

- whole school collaboration to meet the needs of all students including facilitating networking
- teachers use explicit teaching techniques and strategies
- teachers provide quality and timely feedback to students
- whole school approach to classroom management

Evaluation	Funds Expended (Resources)
Staff have effectively implemented the revised Wellbeing policy that has been developed this year. Comprehension strategies have continued to be a focus of staff and faculty meetings. Staff have used the what works best document to enhance their classroom management.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$18000.00)

Process 3: Professional Standards:

- Staff use a whole school approach when writing and adapting their PDP's with a common goal or focus that encompasses the whole school direction.
- Staff will be responsible for monitoring their own accreditation and professional learning, identifying their focus areas of development in line with their PDP's.

Evaluation	Funds Expended (Resources)
Staff have used the PDP process to enhance their practice. All staff had professional development on maintenance of accreditation. One staff had training on higher levels of accreditation	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$980.00)

Next Steps

Staff will continue to maintain accreditation and as more staff complete their first cycle of accreditation, more support will be needed to assist these staff.

Strategic Direction 2

LEARNING: Successful student learners and leaders who are active global citizens

Purpose

Our school culture will enable learning to lead at every level.

A growth mindset will be central to the setting of high expectations for all members of the school community. We will promote risk taking in learning and students who are not afraid of failure but embrace it as part of trying to be better. Our educational culture and learning culture will be emotionally safe and present a nurturing setting.

Teachers and students will have similar personal goals and leading will be expressed by their approach to self management.

We will develop 21st Century learners who are global citizens and embrace technology as part of our changing world.

Improvement Measures

- SAMR research tool
- Current activities and events taking place or what has taken place in our school in this reporting period.
- Productive pedagogy - Civics & Citizenship
- Differentiation is recorded and reported
- Every student achieves expected growth on progressions as individual needs are being met.

Progress towards achieving improvement measures

Process 1: Well-being:

- Whole school approach to well-being
- Engaged students that have differentiated learning
- Students care for their own well-being and the well-being of others.

Evaluation	Funds Expended (Resources)
Students have been provided with a variety of support services from local and state-wide agencies to support their wellbeing and recovery from bushfires and the additional impact of Covid-19. The employment of a chaplain under the federal government chaplaincy program has been vital in assisting students to access services	St Vincents de Paul bushfire recovery grant \$20, 0000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$15000.00)

Process 2: Curriculum and Learning:

- Networks with other schools and organisations provide useful links to enhancing learning experiences
- Successful transitions
- Students and parents are involved in the planning process

Evaluation	Funds Expended (Resources)
In Secondary, the Year 7 enrolment for 2021 will have 40% of student cohort from other schools. Covid-19 has had a significant impact on this strategic direction, however Zoom and Teams meetings have allowed for improved access to collaborative discussions with other schools.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$72000.00)

Next Steps

Ongoing use of data informed practice will assist in staff meeting learning needs more effectively. The school will continue to use Check In assessments as well as a range of formative assessments to improve teaching and learning.

Strategic Direction 3

LEADING: Enabling a self-sustaining and self-improving school community

Purpose

The creation of a "high trust environment", will create an emotional platform for learning.

Transparency, explicit learning goals and principles of visible learning will be apparent in our school in all classrooms and all aspects of school.

Communication processes will improve so as to create better and deeper community relationships - including our website, newsletter & social media.

Improvement Measures

Baseline:

- * Resistance to deliver at staff meetings
- * Resistance to attend PL
- * Communication methods currently occur through Sentral and emails.
- * Community relationships are limited

Map out matrix on each staff member

Tony Bryk survey - confidentiality (include all staff)

Data from the school website viewings

Records of staff meetings, coaching questions, team meetings.

Progress towards achieving improvement measures

- Process 1:** Educational Leadership
- Instructional leadership
 - High expectations culture
 - Performance management and development
 - community engagement

Evaluation	Funds Expended (Resources)
<p>The executive team have continued to develop their leadership capacity with one executive participating in the Growing Great Leaders Program, and one executive participating in the Rural and Remote Leadership Development program.</p> <p>All executive team members have been engaged in the Impact Leadership program by Simon Breakspear which resulted in improvements in attendance and comprehension strategies</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2000.00)

- Process 2:** School resources
- Staff deployment
 - Facilities
 - Technology
 - Community use of facilities
 - Financial management

Evaluation	Funds Expended (Resources)
improvements to the facilities have included:	Funding Sources:

Progress towards achieving improvement measures

*Completion of the land purchase adjacent to the school to enhance delivery of Agriculture based subjects.

*A new school sign has been erected to enhance communication with the community

*New school front fence and revamping of front of school gardens.

*Installation of 4 new smart boards in classrooms.

*Installation of phone system throughout the school with all rooms having a phone

Community use of school facilities has not been permitted due to Covid-19 restrictions.

• Socio-economic background (\$15000.00)

Process 3: Management practices and processes:

- Administrative systems and processes
- Service delivery
- Community satisfaction
- SeeSaw app

Evaluation	Funds Expended (Resources)
<p>After covid-19 shut downs parents and carers developed a new appreciation for the work that staff have done through this time. During the shut down lessons were delivered by paper work packs, emails, teams, zoom meetings and phone conversations.</p> <p>Parents have become more connected to technology which has allowed us to implement Parent Online Payments (POP) for financial transactions.</p>	

Next Steps

The school will continue to investigate ways to engage the community and improve our service delivery

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$14 582.00) 	Staff have enhanced their understanding of indigenous cultures by completing their professional development day and then bringing this knowledge into the classroom. Our in school closed Naidoc week activities included a variety of activities which were a reflection of the training and development of staff. Funding has been used to support the learning of students and the purchase of resources for individual students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Literacy and numeracy (\$4 000.00) 	Staff and students have enhanced their skills in writing and comprehension strategies. This should be reflected in the future Naplan assessments and check-in assessments.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$150 000.00) 	The resources for this equity loading were used to meet the additional learning needs of students. It has included daily breakfast and fruit for all students, provisions of transport to school excursions and sports events, provision of uniforms and technology. Funds were also used to fund staff.
Support for beginning teachers		There were no beginning teachers at Emmaville Central School in 2020. No funding was received for Beginning Teachers

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	40	35	34	23
Girls	43	52	56	41

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	91.8	89.7	100
1	89.2	88.3	94.2	92.5
2	90.8	83.1	89.4	94.3
3	92.8	85.7	83.4	92.7
4	94.6	84	82.6	93.5
5	87.6	94	84.2	93.9
6	96.1	94	81.8	95.1
7	89.3	90.9	88.3	89.7
8	93.2	84.4	82.5	81.9
9	90.6	89.1	87.1	78
10	86.6	86	86.5	87.6
11	84.3	87.6	76.8	88
12	91.9	77.1	88.8	79.9
All Years	90.8	87.7	85.4	87.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The school had a review of its attendance procedures and developed additional strategies to improve attendance. Initiatives included four weekly attendance sprints for students, with students receiving rewards for attendance at the end of the week. Weekly SMS messages were also sent to parents when their student had attended for the full school week.

The result was an increase in primary attendance data. Secondary attendance data did improve but not to the extent of primary attendance data. In 2020, 21 students were presented with 95 Club awards for attendance above 95%, compared to 12 in 2019.

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	20
TAFE entry	0	0	40
University Entry	0	0	40
Other	20	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

83.33% of Year 12 students at Emmaville Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Emmaville Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

All students achieved the HSC minimum standard.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	7.03
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.48
School Administration and Support Staff	4.88
Other Positions	0.1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	408,747
Revenue	2,345,472
Appropriation	2,304,606
Sale of Goods and Services	2,250
Grants and contributions	37,194
Investment income	702
Other revenue	720
Expenses	-2,261,095
Employee related	-1,878,828
Operating expenses	-382,268
Surplus / deficit for the year	84,376
Closing Balance	493,124

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.

	2020 Approved SBA (\$)
Targeted Total	13,761
Equity Total	277,574
Equity - Aboriginal	24,184
Equity - Socio-economic	186,302
Equity - Language	0
Equity - Disability	67,088
Base Total	1,719,198
Base - Per Capita	21,645
Base - Location	28,684
Base - Other	1,668,869
Other Total	238,881
Grand Total	2,249,415

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME- STUDENT RESPONSES

In the areas of Advocacy, Sense of Belonging and High Expectations - with 46% of students indicating we have High Well-being and High Expectations which is below the state average of 64%.

75% of students said they feel safe at school.

TELL THEM FROM ME- PARENT RESPONSES

58% of parents indicated that they feel included.

75% of parents and carers said they always feel welcome at ECS.

58% of parents carers said the ECS always communicates effectively with them

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.

Staff links with the Local Aboriginal communities were enhanced by having a staff development day on local lands council land. Elders spoke about native plants and culture. Staff were introduced to the craft of traditional basket weaving.

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.