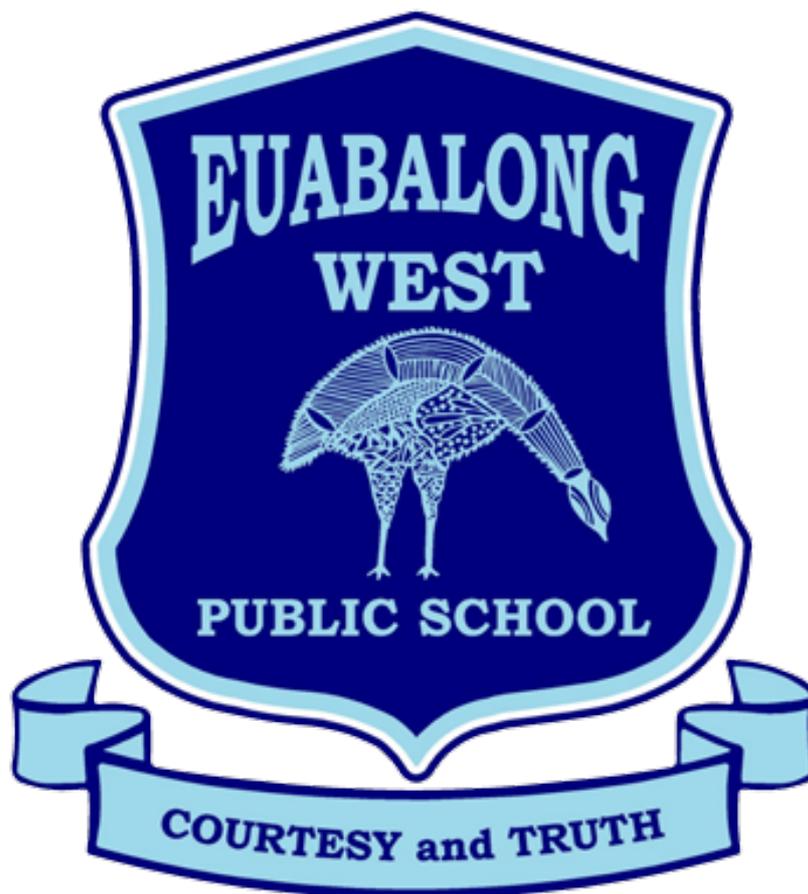


2020 Annual Report

Euabalong West Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

Dear Parents, Carers and Community Members,

Each year Public Schools produce their annual report, which describes and explains important aspects of school operations and finance. I am very proud to present this report to you in 2020 after the whole school community responded so positively to the challenges we faced throughout the year.

The staff, students and wider community have shown outstanding resilience when adjusting to learning from home and by being flexible about student learning. The home-school community partnerships we have developed have been strengthened and are a credit to all involved with this great school.

On behalf of the staff at Euabalong West Public School, I want to thank you for your ongoing support and involvement. We look forward to working together with you in 2021 and future years to drive school improvement and build strong learning partnerships.

Above all, we are here for the students, to ensure they are learning and achieving at their maximum capacity in a high expectations culture, which is inclusive and adaptive to all learning needs.

Please take time to read this report and immerse yourselves in our successes.

Wishing you all the very best in education,

Bruce Robinson,

Principal.

School vision

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

School context

Our school is located on the lands of the Wiradjuri people and found on beautiful grounds in the township of Euabalong West. The school caters for families located in the townships of Euabalong and Euabalong West, as well as families living on farming properties within a 70 kilometre radius. The school is geographically in the Central West of New South Wales approximately 170 kilometres North of the regional centre of Griffith.

In 2020, Euabalong West Public School has an enrolment of 20 students including 11 students that identify as Aboriginal.

The school is organised into two classes, K-2 and 3-6 and also has K-6 shared learning time each week for physical education, music, student parliament and sport. Individualised learning enhances the school's capacity to cater for all students' learning needs.

The community takes pride in the school and its activities and are avid participants at all events. Every effort is made to encourage students to embrace the ideals of this unique community, where productive partnerships are an important focus.

The school is an active member of the Rural Innovative Educator's Network (RIEN), a small schools collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality, and outcomes for all our students.

The school is also a key member of the Lower Lachlan Primary School Sports Association (LLPSSA) and the Lake Cargelligo Small Schools Sports Group (LCSSSG), where students are able to join with local schools for swimming and athletics carnivals as well as PSSA sporting team events.

A range of extracurricular activities are offered to students through alliances with other local schools, including sport, public speaking, debating, curriculum focus days and excursions.

The school staff consists of a Teaching Principal, two Classroom Teachers, an Instructional Leader one day per week based at Lake Cargelligo Central School. Non-teaching staff include a School Administration Manager and two School Learning Support Officers, some of whom are resourced through school funding.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

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

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 (AITSL) 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.

Overall summary of progress

All students showed growth in literacy & numeracy measured by internal assessment data.

There was an increase of students achieving 'at' learning expectations measured through the Australian Literacy & Numeracy Learning Progressions.

Some teacher improvement was evident as indicated in the performance development process.

Collaborative practice is facilitated across the Rural Innovative Educational Network (RIEN) with all staff participating in meaningful professional learning.

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>The impact of the professional learning via zoom was noted. Success was evident throughout the PL cycle.</p> <p>Throughout 2020, the assessment team worked towards finalising our Assessment Schedule. They considered the most effective assessment elements to include and determined which external programs/assessments to use, as well as those that were teacher generated.</p> <p>This process took far longer than the assessment team had planned for, as taking time to consider external assessment options and their cost, and what common stage assessments could be created involved many conversations with both staff, leadership team and the assessment team. The final draft schedule was only finalised at the end of the year.</p> <p>The impact was not measurable for staff however, it was for the assessment team. At this time, there is a working draft document ready to begin the 2021 school year. The leadership team have had time to consider the draft in meetings prior to 2021.</p>	Fortnightly staff meetings

Progress towards achieving improvement measures

All teaching staff will be provided with the Assessment Schedule to begin 2021. Planning in early Term 1, 2021 will include the time to collect feedback from staff and make any initial adjustments.

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>The additional teacher was not only essential, but vital during the COVID-19 learning and working from home. Effectively covered classes when staff were unable to attend school. Decision to continue in 2021. This is now funded from staffing entitlement.</p> <p>The shifting of learning modes throughout 2020 and social distancing requirements impacted on the ability to do justice to this staff reflective practice initiative. While professional dialogue did occur, the structure around it was not strongly evident at all stages of the year.</p>	<p>Additional teacher employed using operational funding to support teaching and learning through Teaching Principal's Relief, Sick and FACS Leave Model and Beginning Teacher support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$14481.00)

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)
<p>The initiative was put in place to promote collaboration between small schools within the West Wyalong to support teacher professional learning.</p> <p>The initial meetings included a focus on instructional rounds with further planned collaboration around lesson observations and feedback. With the onset of COVID-19 the collaboration was not successful, as we were unable to proceed with training and school visits for the remainder of the year.</p> <p>The implications of being unable to continue included lost opportunity for collaboration and support of each other within the small schools Principals' network.</p> <p>The revised plan is to again promote Rural Innovative Educators Network as a vehicle to utilise and support small school professional learning and this framework is planned for 2021 and will form part of the Strategic Improvement Plan.</p>	<p>School Development Day at West Wyalong and Staff Meetings.</p>

Next Steps

Establish productive partnerships with parents and students to support clear improvement aims and planning for learning.

Teachers will routinely use evidence of learning, including a range of formative and summative assessments to inform teaching and adapt practice to meet student learning needs.

Teachers will use data effectively to evaluate student understanding of lesson content.

The leadership team will develop processes to collaboratively review teaching practices to affirm quality.

The school's curriculum provisions will support high expectations for student learning. The curriculum will be enhanced by learning alliances with other schools and/or organisations.

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.

Overall summary of progress

Improvement in school attendance data is evident for most students from 2017 baseline data.

Negative incidents involving students recorded on Sentral were very minimal in number and none represented significant incidents throughout 2020.

There was a slight 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)
<p>Evidence-based whole school practices that result in measurable improvements in wellbeing and engagement to support learning for students and staff are becoming more consistent.</p> <p>Enhanced wellbeing of students and staff as evidenced by surveys and a reduction of negative incidents has increasingly been reported.</p> <p>Parents & carers are beginning to work in partnership with the school to empower their child/children to respect and care for others and themselves and to do their best in all aspects of school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">Professional learning (\$6462.00)

Next Steps

From 2021 the school will:

- develop a systematic and consistent approach to acknowledge positive behaviour and achievement that is co-designed with students and community.
- ensure parents aspirations and expectations for students are thoroughly integrated into planning for learning.
- develop partnerships with parents and students that support clear improvement aims and individualised learning to meet the needs of all students are explicitly addressed in teaching and learning programs.
- consolidate, improve and regularly monitor whole school and personalised attendance approaches that improve regular attendance rates for all students.
- systematically analyse data to inform planning to ensure whole school and personalised approaches are improving attendance rates for all students including those at risk.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$20 055.00) 	Continued positive feedback received from the teaching staff on the effectiveness of the SLSO assistance in the classroom for the Aboriginal students. Students were able to work closely with teachers and peers to maintain and/or better their performance across the school. Feedback from parents is positive. Engagement is not as deep as preferred. Plans for 2021 will include strategies to increase whole school community participation and engagement within the school.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$41 171.00) 	Students were fully supported and their learning programs were adjusted according to their individual needs. Intervention support staff reported good gains in student learning and skill acquisition due to interventions taking place. All targeted students made progress, reflected in the feedback received by classroom teachers. Students with additional learning needs in the classroom were supported through School Learning Support Officer intervention and small group work.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 500.00) 	Additional funds were applied to support teachers in gaining confidence and capacity in classroom management and lesson delivery, significant gains were made, as reflected in internal school survey data.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$49 724.00) 	Review of data of student progress via teacher feedback and reports reveals continued positive progress of the students targeted for intervention. Teachers report consistency with time allocation and small group work has benefitted children's academic growth. Teacher feedback revealed the growth in teacher understanding of content delivery, behaviour management and skill development.
Early Action for Success	Funded from Lake Cargelligo Central School Early Action for Success Initiative.	This initiative has been successful in increasing teacher capacity to deliver quality literacy and numeracy lessons and to frequently monitor student progress within PLAN2.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	11	10	8	7
Girls	10	15	11	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	78.7	87.9		93.9
1	95.4	85.8	92.6	
2	91.5	92.5	86.8	94.3
3	86.4	93.4	95.7	83.1
4	93.8	90.2	90.3	89.8
5	89.8	92.3	75.8	95.3
6	97.7	93.6	92.2	85.2
All Years	91.1	91.1	91	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8		92.4
1	93.8	93.4	92.7	
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
All Years	93.9	93.4	92.8	92

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.

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)	0.72
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, 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	99,336
Revenue	584,381
Appropriation	572,363
Sale of Goods and Services	3,662
Grants and contributions	8,160
Investment income	196
Expenses	-610,102
Employee related	-541,045
Operating expenses	-69,058
Surplus / deficit for the year	-25,722
Closing Balance	73,615

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	0
Equity Total	110,949
Equity - Aboriginal	20,055
Equity - Socio-economic	49,724
Equity - Language	0
Equity - Disability	41,171
Base Total	406,238
Base - Per Capita	4,570
Base - Location	18,337
Base - Other	383,332
Other Total	35,590
Grand Total	552,778

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.

Parent/caregiver, student, teacher satisfaction

Teachers, students and parents were given the opportunity to complete feedback surveys in 2020.

Some key points of interest are as follows.

Students

Our school prides itself on the way positive relationships are built within the school. Most students felt they have positive relationships. This has remained the same from the previous year.

75% of students identified they had positive behaviours at school. However, students did not always feel accepted or valued by their peers.

Students felt their learning time was used effectively, learning was relevant and rigorous and had teachers who were advocates for them at school.

Parents

Parents feel welcome in the school.

They felt that teachers listened to them and staff were approachable.

Parents felt that the school supports positive behaviour

Teachers

Staff understand the importance of a safe and orderly school environment and the supportive role that school leaders play in this.

Staff feel there is a collaborative culture at the school and that learning challenges the students.

Data is beginning to inform teaching practice.

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.