

2020 Annual Report

Eurongilly Public School



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Introduction

The Annual Report for 2020 is provided to the community of Eurongilly Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Eurongilly Public School endeavours to prepare students to lead a life of excellence beyond the school gates in a rapidly changing society. We strive for each individual to achieve their full potential through quality education. We value strong partnerships with our community and together we aim to create a learning environment based on trust, respect and responsibility, building confidence in our students to be empowered and proactive citizens. ***Eurongilly Public School: Educating, Enriching and Empowering students.***

School context

Eurongilly Public School is a small isolated school that was established in 1918. The enrolment is drawn from the surrounding farming community with some students also commuting from the township of Junee. Eurongilly is an active participant in the Ngumba-Dal Learning Community, strengthening Public Education within the Junee region. The school has 26 students enrolled and fosters strong community relationships and support. Our Aboriginal population is currently at 0%.

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	Sustaining and Growing
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Learning and Teaching

Purpose

To further develop an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence within a culture of instructional leadership and high expectations.

Improvement Measures

Students demonstrate growth in Literacy and numeracy, measured against learning progressions and other internal and external performance measures.

Teaching and learning programs are informed by summative and formative assessment, including the provision for effective feedback.

Progress towards achieving improvement measures

Process 1: • Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, ensuring all students are challenged and all adjustments lead to improved learning.

Evaluation	Funds Expended (Resources)
There has been an overall increase in K-6 student data entered in PLAN 2. Principal has increased understanding on how to best support and lead teaching staff in entering data. Teaching staff valued opportunities to improve understanding of PLAN 2 and the links between English and Mathematics syllabus. Data provides evidence of disconnection between the regular tracking of student data within PLAN 2 and teaching staff actually responding to student need and providing appropriate learning opportunities. This indicates teaching staff are relying on known assessment and data practices and not connecting how these link with progressions. A more refined focus on assessment of reading strategies and where this data links with reading progressions will strengthen teacher capacity to utilise PLAN 2 as a tracking tool. Beyond this, evidence shows clear improvement of student reading outcomes, particularly in K-2 classroom. Students with minimal improvement have intervention strategies in place. Parents have identified an improved understanding of their child's level of reading achievement and have a stronger understanding of how to further support at home.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2600.00)• Literacy and numeracy (\$2400.00)• Low level adjustment for disability (\$2000.00)

Process 2: • Professional learning focuses on developing collaborative practices and deep analysis of data to improve teaching and learning. This will include observations of classroom teaching practice with explicit feedback to improve professional knowledge and practice.

Evaluation	Funds Expended (Resources)
The formalisation of collaborative practices was hindered due to a number of factors in 2020. However, resourcing was allocated to support new teaching staff to implement a multi stage teaching and learning program. Principal used additional release from face to face teaching time to hold coaching conversations with classroom teachers to support teacher improvement. The PDP process was strengthened and teachers indicated high value in being involved in the process. Developing a whole school approach to teaching and learning programs instead of separate K-2 and 3-6 programs was established through collaborative professional learning sessions, supporting curriculum provision. A continued focus on strengthening whole school curriculum provisions through collaborative practices is required, whilst strengthening networks with peer teachers from small schools would also assist the ongoing development of teaching staff.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$3000.00)

Strategic Direction 2

Excellence in Collaborative Partnerships

Purpose

To enrich strong relationships by leading and inspiring a culture of ongoing performance improvement within our community. Effective partnerships with parents, the community and our learning community will allow students and teachers to achieve their best.

Improvement Measures

The school consistently seeks and acts upon feedback of school performance from students, staff, parents and the community.

Increase in opportunities for collaboration and learning for staff & students across the Ngumba-Dal Learning Community.

Progress towards achieving improvement measures

Process 1: • School self-evaluation systems are embedded in the school planning cycle.

Evaluation	Funds Expended (Resources)
The 2020 situational analysis was achieved through collecting and collating a broad range of internal and external school data. The involvement within this process has strengthened the principal and classroom teacher's capacity to identify quality data sources and areas for improvement. The situational analysis provides clear areas for future whole school improvement, informing the new School Improvement Plan (SIP). Partnerships with parents and community have further evolved. An increased percentage of parents indicated a satisfactory level of being informed and being involved in whole school evaluation processes. The development and refinement of quality data collection methods that clearly measures the schools progress against the School Excellence Framework will be an ongoing focus.	Funding Sources: • Per Capita (\$3000.00)

Process 2: • Ngumba-Dal and small schools network projects focused on developing literacy and numeracy and ICT skills across the network of schools.

Evaluation	Funds Expended (Resources)
Changes in staffing personnel and COVID-19 pandemic significantly impacted on school achieving progress. Eurongilly Public School remained strongly involved in Ngumba-Dal learning alliance, with principals continuing to meet each term via video conferencing. School leadership team increased capacity to stay connected with network through ICT. Eurongilly PS partnership with Illabo PS was reinforced, with Professional Learning opportunities across combined staffing as well as social opportunities for students once pandemic restrictions eased. Maintaining a strong working relationship with local network schools to improve teacher quality and learning opportunities for students will be a continued focus.	Funding Sources: • Location (\$4000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Location funding- \$1000	Quality teaching and learning opportunities with specific focus on Aboriginal perspectives were planned and implemented in both classes in 2020. Principal used resourcing to review current school practices in supporting Aboriginal education. There is a wide spread of knowledge and understanding amongst students, with an identified need to correct the thinking and language some students bring from home. Although quality initiatives are evident in recent years, a lack of consistency and process was identified. School staff need to identify pathways for stronger partnerships with local Aboriginal community, whilst the need of greater local knowledge and professional learning opportunities for teaching staff was also identified.
Low level adjustment for disability	Low level adjustment for disability- \$15153	Extra teaching time was funded to create greater consistency of day to day explicit teaching strategies in K-2 and Yr 3-6 class groups. Teaching Principal fulfilled Learning and Support Teacher role, which included supporting new teaching staff to implement differentiated teaching and learning programs and providing intervention for students with individualised needs. Students requiring low level adjustments were supported through formal plans developed between class teacher, learning and support teacher (principal), student and parents. Resourcing supported extra teacher time to analyse student progress and refine strategies for improvement. Teachers felt strongly supported in providing quality learning experiences for students, students felt they developed greater confidence in their own learning journey and felt they were supported by teaching staff when required and there was an increase in parents satisfaction of receiving regular communication. A more unified approach of tracking student progress K-6 has been identified as an area to further develop.
Quality Teaching, Successful Students (QTSS)	Quality Teacher Successful Students- \$4400	New teaching staff were provided with additional release from face to face teaching to adequately plan and implement a multi stage teaching and learning program. Peer observations showed an increase in quality teaching and learning opportunities as the year progressed, with teaching staff regularly building upon and incorporating new skills and strategies. Individualised learning goals for every student K-6 was a key initiative supported through QTSS. A change in key teaching staff this year has limited whole school progress, although strong new foundations have been developed for 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	12	11	11	10
Girls	8	10	10	16

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.6	93.9	96.7	95.3
1	94.9	92	92.4	95
2	93.5	88.8	97.4	95.7
3	97.2	92	92.3	96.8
4		95.9	94.6	93.3
5	95.2		95.4	96.6
6	96.8	93.2	99	93.9
All Years	96	92.8	94.8	95.1
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		93.4	92.9	92
5	93.8		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)	0.67
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.78

*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	38,108
Revenue	485,157
Appropriation	473,942
Sale of Goods and Services	602
Grants and contributions	10,575
Investment income	38
Expenses	-442,801
Employee related	-383,522
Operating expenses	-59,279
Surplus / deficit for the year	42,356
Closing Balance	80,464

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	17,019
Equity - Aboriginal	0
Equity - Socio-economic	1,866
Equity - Language	0
Equity - Disability	15,153
Base Total	377,227
Base - Per Capita	5,051
Base - Location	10,416
Base - Other	361,761
Other Total	21,635
Grand Total	415,881

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

Eurongilly Public School strongly values feedback from all members of our school community. The school engaged in a range of evaluation processes, including Tell Them From Me student surveys, parent conferences and teacher satisfaction survey to provide our school community members the opportunity to give feedback so the school can reflect and make adjustments for future planning. Following is a summary of the findings from 2020.

Following is a summary of the survey and parent beliefs in 2020 compared to 2018 and NSW Government Norm for 2020;

- Parents feel welcome 2020- 8.5 / 2018- 9.8 (decrease of 1.3) / NSW Govt Norm - 7.4
- Parents are informed 2020- 7.6 / 2018- 9.8 (decrease of 2.2) / NSW Govt Norm - 6.6
- Parents support learning at home 2020- 6.9 / 2018- 5.9 (increase of 1.1) / NSW Govt Norm - 6.3
- EPS supports learning 2020- 7.6 / 2018- 7.9 (decrease of 0.3) / NSW Govt Norm - 7.3
- EPS supports positive behaviour 2020- 8.0 / 2018- 7.6 (increase of 0.3) / NSW Govt Norm - 7.7
- Safety at school 2020- 8.3 / 2018- 8.8 (decrease of 0.5) / NSW Govt Norm - 7.4
- EPS is an inclusive school 2020- 7.7 / 2018- 8.7 (decrease of 1.0) / NSW Govt Norm - 6.7
- 53% of parents agreed or strongly agreed that their voice is valued during whole school evaluation and decision making processes, whilst only one parent disagreed.
- When asked in what areas the school could improve communication, there were 6 responses indicating more communication about my child's happiness and wellbeing, 1 response for feedback on student progress and 8 responses indicated adequate communication in all areas.

Following is a summary of the survey and Yr 4-6 student beliefs in 2020 compared to 2018 and NSW Government Norm for 2020;

- Students feel a sense of belonging at EPS 2020- 85% / 2019- 82% (increase of 1%) / NSW Govt Norm- 81%
- Positive behaviour of students at EPS 2020- 93% / 2019- 100% (decrease of 7%) / NSW Govt Norm- 83%
- Students are interested and motivated 2020- 79% / 2019- 33% (increase of 46%) / NSW Govt Norm- 78%
- Effective learning time 2020- 8.3 / 2019- 8.7 (decrease of 0.3) / NSW Govt Norm- 8.2
- Victim of bullying 2020- 29% / 2019- 11% (increase of 18%) / NSW Govt Norm- 36%
- Advocacy at school 2020- 8.0 / 2019- 7.7 (increase of 0.3) / NSW Govt Norm- 7.7
- EPS staff have expectations for all students to succeed 2020- 8.7 / 2019- 8.7 (nil change) / NSW Govt Norm- 8.7
- 92% of students believe their voice is always or usually valued, whilst one student believes their voice is rarely heard.
- Student were asked to identify the areas they most needed support in English, with spelling and writing identified as the greatest need followed by reading.

Teaching staff were asked what area of school improvement should be prioritised. Responses included systems and processes to support individual student learning progress, assessment strategies used in literacy and numeracy, building resilience in students participation in assessment tasks and building greater self confidence in students during the learning process.

Teaching staff were also asked to make suggestions on how to improve professional learning opportunities provided at Eurongilly Public School. One staff member was 100% satisfied with their professional learning experiences and support from supervisor, whilst another response indicated a need for more regular feedback and a clearer understanding of whole school directions.

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.