School context

Euabalong West Public School’s student body comprises of two multi-stage classrooms from Kindergarten to Year 2 and Year 3 to Year 6. At the end of 2013, nineteen students from twelve families were enrolled at Euabalong West Public School.

Principal’s message

Engaging with the community at events organised by Euabalong West Public School have been enjoyable and well supported throughout 2013. In my role as Principal I have witnessed the dedication towards our students from the staff and parents that represent our community. I would like to thank all of the parents and carers for their hard work and encouragement they have shown towards the curriculum we have taught this year and the many extra-curricular events that required their support in providing transportation. Our staff at Euabalong West Public School is a constant support in my continuing journey of learning the role of a teaching principal. Our school works as well as it does due to the commitment of our staff and the knowledge they share with everyone and anyone in need of guidance.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Tess Randell

P & C and/or School Council message

This year’s P & C have been busy we have done a few different fund raisers to help raise money for this year’s school excursion to Sydney. The P & C contributed $140 per student to help with the expense. Fundraisers organised included: a chocolate raffle, flower bulb drive and a major raffle. Also this year, we have done the catering for the Small Schools Athletics Carnival and a fundraising BBQ on Federal Election Day. Altogether we rose just over $2500. As well as these fundraising events, we also did the catering for the Small Schools Swimming Carnival which was nonprofit. This year we purchased a new 15 litre water cooler for the children and to also use at functions. The P & C will always welcome new members so if you are not involved and have some ideas or would just like to listen in please come along next year. We would like to thank the parents, children and community for their help this year. We would also like to wish those students that are leaving us the best of luck for the rest of their schooling. We hope everyone has a merry Christmas and a Happy New Year. Please be safe and See you all next Year.

Kim Hargrave P & C President

Student representative’s message

We have all known Kaitlin Dykes for a long time. We remember the time we went to the Wagga Leadership Conference, just the three of us. We went to the cabins, unpacked and then we went ten pin bowling. Kaitlin absolutely went nuts over her milkshake, she just loved the flavour. When we got ready for bed, we didn’t want to go to sleep and decided to stay awake, that didn’t last long. When we went to the Leadership Conference the next day Kaitlin had to dance on stage and she was really good at it. That was the Wagga excursion and it was fun. What we do at school is a lot of fun. We do organize activities for the students to play and create shops and cubby houses. It is fun when we play soccer and one bounce with the other kids. In class, Kaitlin is always offering to help us out with anything we don’t understand. She’s really good with the little kids as well. The whole school is sad it is time for Kaitlin to go off to Yanco High School but we do hope she loves it.

Logan Biggin & Natasha Casey

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>
Management of non-attendance

Euabalong West Public School follows the DEC policy for non-attendance. This requires students who are absent to bring a note explaining their absence within seven days of the absence occurring. If a note is not provided a generic note is provided to the family by the school to fill in and return, if this note is not returned the absence is followed up with a phone call where possible to the family to discover the reason for the absence and this reason is noted in the records. Following this if an answer cannot be given within the seven days the absence is recorded as unexplained.

Students who show good attendance are rewarded at the end of each term with a certificate and students who have excellent yearly attendance are rewarded at the end of year presentation with a school shield.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>25051.62</td>
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<tr>
<td>Global funds</td>
<td>48286.24</td>
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<tr>
<td>Tied funds</td>
<td>47278.32</td>
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<tr>
<td>School &amp; community sources</td>
<td>16799.99</td>
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<tr>
<td>Interest</td>
<td>1121.15</td>
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<tr>
<td>Trust receipts</td>
<td>120.50</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>138657.82</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
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</tr>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>7476.48</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>372.37</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>102281.97</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>36375.85</td>
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</tbody>
</table>
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Each year Euabalong West students take part in a variety of events both within their school and as part of the wider community. Our staff works diligently to ensure that our students are able to experience a multiplicity of situations in the arts, sport and academics.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Results cannot be reported as doing so may allow recognition of individual students.

NAPLAN Year 5 - Numeracy

Results cannot be reported as doing so may allow recognition of individual students.

Significant programs and initiatives

Aboriginal education

Progress in reading

All students’ Kindergarten to Year 6 made continued progress toward achieving their individual literacy goals. There was significant growth in writing skills and spelling. Students and staff have decided text types, inference and comprehension are Target Focus Areas for 2013.

Progress in numeracy

All students’ Kindergarten to Year 6 showed positive growth toward achieving their individual Numeracy goals. There was demonstrated fundamental development in Number and Working Mathematically, Problem Solving and Early Arithmetical Strategies. Students and staff have made Number and Working Mathematically Target Focus Areas for 2013.

National partnerships and significant Commonwealth initiatives (participating schools only)

This is strategically implemented as our school plan and subsequently all results here are the same for the School Planning Progress.

The grant we were given for the period of 2013 was used to employ extra teaching and support staff to enhance student achievement and support the development of sustainable practices for when the grant is completed. It was decided in consultation with the parents and community that this would be the best option to create sustainable methods used in the classroom. The high importance placed on creating sustainable methods now for the future is paramount in providing students the best possible opportunities for success.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of parents, students (primary) and staff regarding how they feel our school plan has progressed. This was done 3 times during the year.
- Looking at base line data collected from the end of the previous year and comparing student’s growth to data collected every 5 weeks. This involved standard testing and assessments designed in class based on the learning taking place and where to go to next.
- Rich discussions between staff, staff and students and staff and parents around what we are aiming to achieve and the kind of support and achievements for the future has helped in the evaluation of the 2013 part of the school plan. These rich discussions helped to provide the strategies and direction planned for the last year of the current school plan, 2014.

School planning 2012—2014: progress in 2013

School priority 1
Annually all students will achieve results with reference to the A-E criteria at or better than C-Sound in working mathematically and number strand by 2014 using both internal and external data.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
- Explicit programming to support Working Mathematically strand evident for stage groups
- Numeracy teaching and programming has utilised the DEC Numeracy Continuum Guide to meet student stage appropriate learning outcomes
- Consistent classroom program reviews systematically aligned with Teacher Assessment Reviews have been completed
- Majority of students working at the expected level in Working Mathematically with the remaining students achieving just below their expected level
- Majority of students working at the expected level in Number Sense at expected level with the remaining students

Strategies to achieve these outcomes in 2014
- Employ an additional teacher for an extra 2 days a week to split the school into K-2 and 3-6 groups for the middle sessions 3 days a week to enhance teacher/student ratios
- Employing School Learning Support Officer for an extra day per week to support student understanding to achieve target
- Create individual learning plans for students continuing to experience difficulty, focusing on skills they need to develop in Number

School priority 2
Annually all students will achieve results with reference to the A-E criteria at or better than C-Sound in inference, comprehension and spelling by 2014 using both internal and external data. To increase student spelling ages so that each year all students will improve by one developmental year and all students in 2014 will match or better their appropriate spelling/reading age.

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
- Individual spelling program completed for every student
- Data gathered through South Australian Spelling Test and Sound Waves Spelling program show 80% students working at the expected level with the remaining students achieving just below their expected level
- Literacy teaching and programming has utilised the DEC Quality Literacy Teaching
Guide to meet student stage appropriate learning outcomes

- Just over three quarters of students infer meaning from a rich text at their Reading Recovery Level
- Several students are operating below their Reading Recovery Level
- Just over three quarters of students comprehend at or above their reading/comprehension age

Strategies to achieve these outcomes in 2014:

- Employ an additional teacher for an extra 2 days a week to split the school into K-2 and 3-6 groups for the morning and middle sessions 3 days a week to enhance teacher/student ratios
- Employing School Learning Support Officer for an extra day per week to support student understanding to achieve target
- Focused reading programs for students struggling
- Create individual learning plans for students continuing to experience difficulty, focusing on skills they need to develop in reading, comprehension and spelling.

Professional learning

Throughout 2012, both Miss Lesker and Miss Randell attended various Professional Learning courses that helped to strengthen their ability to program, assess and deliver high quality educational programs to the students. Courses were also attended by Miss Randell that focused specifically on grades three to six. These were: Focus on Reading and Taking off with Numeracy. Mrs Brett, our SLSO also attended several courses that has increased her knowledge on how to better support students in the classroom.

Program evaluations

Background

As Euabalong West Heads into their last year of National Partnerships LowSES Funding in 2014, the staff began evaluating the effectiveness of the programs being run in the school under this funding.

Findings and conclusions

The economic sustainability was questioned of having extra teaching staff in upcoming following years. As the changes with the new RAM have not been completely sorted it was difficult to accurately predict the number of days an extra teacher would be available. During the funding period, students have been taught a routine and the older students have been increasingly guiding younger students when difficulties arise. This has been a key preparation tool to improve student learning and quality guidance through peer learning at a sustainable level after funding ceases. Up until this point in time methods have proved to work exceptionally well.

Future directions

Enabling students to become increasingly independent learners is a high priority at Euabalong West Public School. Allowing for the teaching principal to model and guide students in need without consistent monitoring of changes in activities, quality learning and expected behaviours from all students.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses were positive and included some excellent critical reflection. This year has given us the opportunity, as a school community, to talk at length about all aspects of our school in considerable detail. The parents have valued the regular opportunities to gather and discuss the education of and influences to their child or children in a relaxed and supportive P & C Meeting environment. The information provided by our parents, school community, staff and students is extremely relevant and will be acted upon in 2013.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Kim Hargrave  P&C President
Nicole Turner  P & C Vice President
Trish Martin   P & C Secretary
Wendy Brett  Student Learning Support Officer
Sue Lesker   Classroom Teacher
Tess Randell   Principal

School contact information

Euabalong West Public School
Uabba Street, Euabalong West NSW 2877
Ph.: 02 6896 6649
Fax: 02 6896 6691
Email: euabalongw-p.school@det.nsw.edu.au

School Code: 1867

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: