Euabalong West Public School
Annual School Report 2014
School context statement
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 2014, twenty students from twelve families were enrolled at Euabalong West Public School.

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>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
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<td>8</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>14</td>
<td>12</td>
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Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>89.7</td>
<td>96.1</td>
<td>96.4</td>
<td>96.9</td>
<td>94.0</td>
<td>na</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>90.4</td>
<td>95.0</td>
<td>91.1</td>
<td>95.4</td>
<td>95.2</td>
<td>96.9</td>
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<tr>
<td>2</td>
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<td>96.5</td>
<td>92.9</td>
<td>96.8</td>
<td>97.0</td>
<td>95.8</td>
</tr>
<tr>
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<td></td>
<td>91.4</td>
<td>97.1</td>
<td>91.7</td>
<td>95.4</td>
<td>97.2</td>
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</tr>
<tr>
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<td></td>
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<td>90.7</td>
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<td>94.6</td>
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<td>93.9</td>
</tr>
<tr>
<td>5</td>
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<td>90.5</td>
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<td>Total</td>
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<td>94.5</td>
<td>92.7</td>
<td>95.5</td>
<td>96.6</td>
<td>96.0</td>
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</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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>Teachers on New scheme Accreditation</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Euabalong West Public School currently has no employees that identity as being of Aboriginal descent.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>42</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Throughout 2014, Euabalong West Public School teaching staff participated in various professional learning opportunities. These included full first aide certificates, growth coaching, supporting parents supporting their children and writing the 2015-2017 new school plan.

One of the three teaching staff have their teacher accreditation through the NSW Teacher Accreditation Scheme.

Beginning Teachers
Euabalong West Public School has no beginning teachers.
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary  
30/11/2014

Income  
Balance brought forward 36375.85
Global funds 48018.08
Tied funds 120952.61
School & community sources 8333.63
Interest 1525.99
Trust receipts 383.00
Canteen 0.00
Total income 215589.16

Expenditure  
Teaching & learning
Key learning areas 3014.87
Excursions 1960.64
Extracurricular dissections 5791.54
Library 0.00
Training & development 2367.32
Tied funds 119249.39
Casual relief teachers 0.00
Administration & office 15963.20
School-operated canteen 0.00
Utilities 2805.94
Maintenance 8090.26
Trust accounts 383.00
Capital programs 22500.00
Total expenditure 182126.16

Balance carried forward 33463.00

A full copy of the school’s 2014 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 2014

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](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 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Results cannot be reported as doing so may allow recognition of individual students.

NAPLAN Year 3 - Numeracy
Results cannot be reported as doing so may allow recognition of individual students.

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 – Policy and equity funding

Aboriginal education

Progress in reading
All students’ Year 1 to Year 5 made continued progress toward achieving their individual literacy goals. There was significant growth in reading skills and spelling. Students, staff and parents have decided writing including grammar, punctuation and text type specific structure are Target Focus Areas for 2015.

Progress in numeracy
All students’ Year 1 to Year 5 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, staff and parents have made Number and Working Mathematically Target Focus Areas for 2015.

Multicultural education and anti-racism

Euabalong West Public School prides itself on being an all-inclusive school. Programs are created with careful thought as to how to include multi-cultural perspectives and promote the messages involved with anti-racism. Suzanne Lesker is the Euabalong West Public School Anti-Racism Contact Officer and completed her training in 2012. The school has an active P & C Committee that regularly meets and supports activities within the school. Activities such as sporting carnivals and events, presentations, community in school days and a general open door policy provides opportunities for community engagement.

Aboriginal background

All students at Euabalong West Public School are carefully monitored to see how they learn best and to what capacity they successfully meet outcomes. Students who need extra help in any learning area have an individual learning program created through consultation with their parent and themselves and then implemented in the classroom. Due to such a small cohort of students and a smaller cohort of students that identify as being of Aboriginal descent, we will not identify student specific programs. However, Aboriginal grant funds have been allocated to employing a Student Learning Support Officer an additional one day per week to help support students in their learning. This has improved the effectiveness of personalized learning programs and increased the effectiveness of classroom and school organisation. Some funds were allocated to teacher professional learning in areas identified as in need to improve student achievement in outcomes. Furthermore, the results have been improved quality teaching and learning. Students are more engaged and ready to learn knowing their home environment supports the educational programs they are learning and there are more people available to help them learn.

Learning and Support

All students at Euabalong West Public School are carefully monitored to see how they learn best and to what capacity they successfully meet outcomes. Teachers create meaningful programs that engage students, recognizing learner diversity within the classroom. Students who need extra help in any learning area have an individual learning program created and then implemented in the classroom. Parents and students are invited to participate in the construction of individualized learning programs so everyone can see the benefit of raised expectations of students, teachers and families. These processes have strengthened partnerships between the school, families and community organisations that have been involved in the process. Through funding received, Euabalong West Public School has employed a Student Learning Support Officer for an additional one day per week to help support students in their learning. This has improved the effectiveness of personalized learning programs and increased the effectiveness of classroom and school organisation. Some funds were allocated to teacher professional learning in areas identified as in need to improve student achievement in outcomes. Furthermore, the results have been improved quality teaching and learning. Students are more engaged and ready to learn knowing their home environment supports the educational programs they are learning and there are more people available to help them learn.

Socio-economic background

All students at Euabalong West Public School are carefully monitored to see how they learn best and to what capacity they successfully meet outcomes. Students who need extra help in any learning area have an individual learning program created and then implemented in the classroom. Parents and students are invited to participate in the construction of individualized learning programs. With the allocation of one day a week Learning and Support Teacher, students identified as having additional needs have been able to have specific one-to-one time working on their identified areas of need. This has proved to be a very resourceful and student improvement method in relation to student outcomes.
Other significant initiatives

National Partnerships Low Socio Economic Status

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 2014 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 2014 part of the school plan. These rich discussions helped to provide the strategies and direction planned for the new school plan covering 2015 - 2017.

School planning 2012-2014:

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 achievement of outcomes in 2014:

- 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 achievement of outcomes in 2014:
- Individual spelling program completed for every student
- Data gathered through South Australian Spelling Test and Sound Waves Spelling program show 90% 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
- 90%of students infer meaning from a rich text at their Reading Recovery Level
- Two students are operating below their Reading Recovery Level
- 90% 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.

Parent/caregiver, student, and teacher satisfaction

In 2014, 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 with teachers. The information provided by our parents, school community, staff and students is extremely relevant and will be acted upon in 2015.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Euabalong West Public School staff initially held a meeting to establish possible areas in the curriculum in need of more time devoted to teaching. At the same time, a letter to parents and carers was sent home to ask parents and carers to think of areas that they felt the students needed further instruction in. Students in the primary grades were surveyed about their opinion as to what they thought they needed a specific focus on.

During Term 4, parents and staff gathered to discuss ideas that had been formulated. The parent body concluded that the staff’s choice of Literacy with particular focus on writing genres, grammar and punctuation was an appropriate focus for the new school plan. It was during this meeting that the one strategic direction was established along with the 5P planning. Student surveys showed they favoured writing as an area in need of more development along with grammar and punctuation.

In Term 1, 2015, it was the intention to invite the parent body to attend another meeting to look at the finalised school plan. However, after considering the content of the school plan with professionals from the Bathurst Department of Education and Services, another strategic direction was suggested along with a broader Strategic Direction already created. Continuing development on the school plan will begin in Term 2, 2015.
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
Helen Cooper  P & C Vice President
Eugenie Turner  P & C Secretary
Wendy Brett  Student Learning Support Officer
Sue Lesker  Classroom Teacher
Tess Randell  Principal

School contact information

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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: