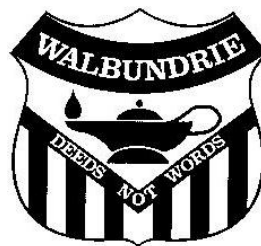


# Walbundrie Public School

## Annual Report



2016



3338

## Introduction

The Annual Report for 2016 is provided to the community of Walbundrie 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.

### School contact details

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### Message from the Principal

2016 was an exciting and challenging year with many successes over the journey. Walbundrie Public School continued to provide a stimulating and supportive learning environment with experienced hardworking and dedicated staff. The teaching staff were involved in professional learning in literacy, numeracy, physical education and social skills, so that they were able to continually develop a responsive curriculum to accommodate all students in a multistage class.

There were many students that represented the school at the Riverina level in cross country and athletics, along with many representatives at the Southern Riverina level of competition. We had strong results in NAPLAN with significant improvements in all year levels. 2016 saw a large intake of kindergarten students and it was a privilege to see their personal growth and development.

The hard working Parent and Citizen group continued to provide support and assistance to ensure the students at the school had a rich educational experience and they have been an essential component of a welcoming and productive school. With their continued assistance we were able to offer a diverse and comprehensive curriculum for the students.

The school has provided many opportunities for our students to showcase their talents in a variety of experiences. Some of the exciting experiences the students had an opportunity to engage in include: Grip Leadership, Creative Catchment Kids, Multicultural Day, NAIDOC, Wirraminna Environmental Centre, Chess competition, Sporting Schools Programs, Paul Kelly Cup, Tony Lockett Shield, The Bernie O'Connor Cup, Rand Super 8's Cricket, Swimming Scheme, Southern Riverina PSSA and the Small Schools Sporting fixtures.

The school began the Lane Clark inquiry based learning this year which provided our students with a 21st century approach to learning. Walbundrie Public School's is committed to providing all students with an engaging, needs based education to ensure the best outcomes for all students.

Walbundrie Public School is part of the Walbundrie Small Schools Network. The schools in the network work collaboratively to ensure students are being provided with high quality educational and social experiences. The network also provides a platform for staff development and training, combined with strong collegial support.

Sean Scott

Principal

## School background

### School vision statement

Walbundrie Public School fosters a learning culture where the individual students learning needs are catered for in a supportive and welcoming environment. This is achieved through dedicated staff who are well supported by strong partnerships with parents and community. Teaching staff, families and students work towards and promotes a culture of excellence. The school encourages students to set goals with the expectation that all students will aim to achieve their best. Teachers promote a respectful culture that embraces diversity and that all students have a social responsibility.

### School context

Walbundrie Public School is a dynamic rural school that has strong ties with the community. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy and creativity.

Walbundrie Public School is a K–6 school with the students predominantly from a rural background. It is a supportive environment that celebrates and encourages participation, along with achievement.

The school is a proud member of the Walbundrie Small Schools network that helps to develop a wider learning community for the students and staff members, as well as providing an increased social network.

The school has a supportive and dedicated Parents and Citizens Association (P&C) that supports students with extra-curricular activities and is a major stakeholder in student development.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

#### LEARNING

In the domain of learning, there was a strong committed approach at Walbundrie Public School to strengthen and deliver on school learning priorities. This included embedding strong visible learning practices in the classroom, where the students were able to track and monitor their progression along the literacy continuum. To ensure the students were able to have strong personal ownership over their learning, every 5 weeks they had a learning conference to discuss personal progress and set new learning goals. Students are developing independence and creativity through rich inquiry based learning tasks, that equips the students with the required skills and tools to develop essential 21st century learning habits. Reflection is forming an important role in student learning, with it being embedded in many learning tasks and the use of digital portfolios, which the students share with their families. This strengthens the learning bond between the home and the school.

#### TEACHING

In the domain of teaching, the teaching staff used the Schools Excellence Framework as a tool to inform, monitor and evaluate teaching practice. As a school, we continued to refine our planning and programming to reflect quality teaching and professional practice in all Key Learning Areas. This provided Walbundrie students with opportunities to connect and succeed in their relevant stages of development. Educational staff ensured that all learning programs continued to be in aligned with the NSW Syllabus and were provided and received constructive feedback from peers and school executive to improve teaching practice. Data was harvested from student work samples, PLAN, NAPLAN and SMART Data to inform teaching practices, to ensure that students were progressing and developing as learners. This data was used to monitor and identify learning gaps for future intervention. From this, it was possible to identify where effective support could be implemented.

#### LEADING

In the domain of leading, as a school we recognised that leadership development is central to a schools capacity to continue to improve. Students and teaching staff were provided many opportunities to demonstrate their leadership within our school and local community. School management worked alongside Educational Services to develop creative and innovative ways of using school resources to maximise student learning. The school investigated the teaching and

learning spaces and purchased new furniture to stimulate creative thinking and to break away from the stereotypical classroom setup. This is the first step in creating a learning environment that promotes student wellbeing and encourages students to connect, thrive, share and mentor their learning with their peers. This new visualised learning journey has had a substantial and positive impact on the students and school.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to the students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Building Learners

#### Purpose

Empowering all students to develop the essential literacy and numeracy skills, alongside key 21st century learning skills, so that they become creative, innovative, resourceful learners with the ability to think deeply and logically.

#### Overall summary of progress

Strengthening of pedagogical practices to improve literacy and numeracy outcomes for all students was the primary focus for Strategic Direction 1 in 2016. This included tracking and monitoring of students on the literacy and numeracy continuum every 5 weeks. Visible learning practices were emerging in the classroom and this included the use of a class data wall, so students and teachers could monitor the learning progression and create strong personal learning goals. From this, students had individual learning plans that were revised every 5 weeks. To develop strong and resilient 21st century learners, inquiry based learning was implemented utilising Lane Clark's Deep Thinking for Deep Learning model. This created rich learning tasks that provided a platform for students to become creative, innovative, resourceful learners with the ability to think deeply and logically.

To ensure all students were able to get a great start to their educational journey, an early years teacher was employed one extra day per week, to enable an improved literacy block for students in the early years. Professional development in the use of the literacy continuum was undertaken to ensure that evidence based teaching and learning was occurring. To help ensure consistent teacher judgement was occurring, teaching staff at Walbundrie Public School attended combined meetings with Hume Public School to place work samples on the continuum. This improved professional knowledge and developed collaborative practices.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 100% of students report a high level of satisfaction on the Tell Them From Me survey.	Students at Walbundrie Public School rated the school an 8.9 out of 10 for effective learning time and 8.8 out of 10 for relevance. Both above the average for similar schools.	Not applicable
• All students display expected growth on the PLAN data.	Professional development in use of the literacy continuum and visible learning strategies. Teaching staff utilised data driven teaching practices.  All students displaying expected growth and development on literacy and numeracy continuum.	Location Loading (\$4218)  Socio-economical funding (\$10202) – Learning Support Teacher employed one day per fortnight  Low Level adjustment for disability funding (\$733) – SLSO
• Meet the Premier's priority of an 8% increase in the top two bands in NAPLAN.	100% of students had individual learning plans so students can progress through the learning continuum.  Visible Learning professional development and practices.	Location Allocation \$10000 – Additional staffing with an early years focus.  Professional Learning Allocation (\$3052) – Professional Development

#### Next Steps

- Continue to employ additional staff with an early years focus
- Consolidate learning and teaching with TEN and TOWN in the classroom
- Implementation of the Lane Clark inquiry based learning as 21st century learners

- Strengthen visible learning practices
- Professional learning on reading and comprehension



## Strategic Direction 2

### Building Educational Leadership

#### Purpose

Developing the leadership capacity of all members of the school, including the executive, administration and educational staff, so that they all develop the required skills to remain at the forefront of their chosen field, ensuring the best outcomes for all students through the implementation of best practice methods throughout the school.

#### Overall summary of progress

Leadership development of executive, administration and educational staff has continued as a major focus to ensure the best outcomes for all students. Leadership development focussed in two distinct areas, with the first being leadership development in teaching and learning. Teaching staff led a combined programming initiative with Brocklesby Public School. This led to the development of a high quality unit of learning, combined with deepening the level of knowledge and understanding in inquiry based learning. Executive worked alongside school leaders from other schools to strengthen the level of understanding of the English concepts in the syllabus and how to utilise them effectively in a small school.

The second focus area was the development of the leadership capabilities in school management. Executive staff were actively involved with the Primary Principal Association, Walbundrie Small Schools Network and a leadership role in the Principals Who Teach. Administration staff were actively involved in the SASS Network.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members develop a performance development plan that aligns with the school plan.	All teaching staff took part in professional learning to develop their skills and understanding of aligning school programs with the school plan.  Targeted professional learning to meet both the outcomes of the school plan and teacher PDP's.	Global Funding and Professional Learning (\$1000) – Professional Learning meetings
Strong school leadership that effectively manages the school and communicates well with all stakeholders.	Improved student leadership with school leaders attending the GRIP Leadership Conference. Students then showcased their new leadership strategies.  School student leaders then took on an active school reading program.  Walbundrie Public School scored above the state average in all aspects of the parent Tell Them From Me survey.	Location Loading (\$100) – Ticketing and transport.  Global Funding and Professional Learning (\$1500) – Professional association memberships.

#### Next Steps

- Continue to actively seek leadership opportunities within professional networks
- Actively engage in a range of professional networks
- Continue to develop a collaborative and informative approach with local schools in the district
- Staff to take on mentoring roles outside of the school

## Strategic Direction 3

### Building Connections

#### Purpose

Working in collaboration with families and groups outside of the school setting, to strengthen and develop consultative decision making and growing students' personal connections within the local and wider communities, developing their awareness that they are global citizens.

#### Overall summary of progress

Walbundrie Public School has very strong community and professional connections. To provide the students with an engaging and diversified educational experience these connections are crucial. The school continued to foster educational connections by participating in the Creative Catchment Kids program which created a national publication on the 'Community of Walbundrie'. In collaboration with Hume Public School, work samples were analysed for consistent teacher judgment in writing, along with a NAIDOC experience with local Wiradjuri elders. Staff were actively involved with the Primary Principal Association, Walbundrie Small Schools Network, Principals Who Teach, SASS Network and community practices of inquiry based learning.

The school continued to participate with in the Walbundrie Small Schools Network in a range of educational and social programs. Students in the Southern Riverina PSSA were involved in the athletics, swimming, cross country, Rand Round Robin/Super 8's Cricket, Bernie O'Conner Gala Day, Tony Locket Shield and Paul Kelly Cup experiences.

Community connections were developed through the involvement in the Sporting Schools Program, which developed the schools association with local sporting groups and expert coaching. The school worked with the Murray Conservatorium in drumming and ukulele workshops. This provided rich and engaging learning experiences for all students at the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive feedback from all community partners.	Positive feedback from our community partners.  Students engaging in extra curricular sporting activities in the local community from direct involvement in the Sporting Schools Program.  Students participation in a broader curriculum by accessing community experts in music and sports.	Sporting Schools Program (\$5400) – Qualified and professional coaches and transport.  Socio-economic funding (\$1500) – Teacher release  Location Loading (\$600) – Murray Conservatorium

#### Next Steps

- Continue to develop consistent teacher judgment through existing educational networks
- Consolidate sporting networks for social and community development
- Develop a strong Aboriginal program for student learning in the local area



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	All identified students showed growth in Literacy and Numeracy.	Allocation (\$10935) – 0.1 Learning Support Teacher  Additional SLSO support K–2 focus (\$733)
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional release to develop inquiry units of learning. Release time to track students on the literacy and numeracy continuums and develop effective teaching strategies to ensure student growth.	Staffing allocation 0.02  Additional weekly and mentoring release.
<b>Socio–economic background</b>	Strategic Direction 1  Additional teaching staff were employed to support teaching and delivery of educational programs. Funds were also allocated for professional learning and implementation of visible learning practices.  Strategic Direction 2  Professional Learning with the Literacy Continuum to support all infants in their literacy progression and inquiry based learning (Lane Clark) to develop 21st century learning skills.	Allocation \$10202 – 0.1 Teaching Position  Strategic Direction 1  Professional Development \$7000
<b>Location Loading</b>	Ensuring students are provided with varied educational opportunities to ensure a well rounded educational experience.  Strategic Direction 1  Additional teaching staff 1 day per week for targeted teaching and learning in the early years (K–2).  Strategic Direction 2 – Improved school leadership capacity through student participation in the GRIP Leadership Conference.	Allocation (\$10976)  Strategic Direction 1 – (\$4218) – Transport  Strategic Direction 2 – (\$4000) – Programs, Professional Development  Strategic Direction 3 – PSSA Levy, Ticketing, Resourcing

## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	7	7	10
Girls	8	6	5	7

During 2016 the school had no Aboriginal staff members at Walbundrie Public School.

### Teacher qualifications

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

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91	96.7	97.8	96.2
1	96.4	94.6	93.4	93.5
2	94.8	97.8	95.1	96.4
3	92.7	97.8	98.9	100
4	98.9	96.7	94.5	93.5
5	96.8	97.3	95.6	93
6	92.1	96.5	98.4	96.8
All Years	94.9	96.8	95.9	96
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

### Professional learning and teacher accreditation

During 2016, professional learning continued to enhance our collaborative culture with the consistent teacher judgement on writing. Throughout the year, there was a focus in ensuring all staff worked towards gaining accreditation at proficient. Due to this focus, all teaching staff at the school are now accredited at proficient. Training was also provided in the use of the Literacy Continuum along with the Lane Clark inquiry based learning model. Visible learning practices were explored through professional development and viewing targeted schools that were displaying high quality practice. To enhance the management practices at the school, professional learning was targeted through the Principals Who Teach network. This included learning to use departmental tools like the A-Z policy tool and the new annual report. Further LMBR training was provided for the 2017 launch. Diabetes training was provided for all staff and mandatory training was also provided for CPR, anaphylaxis, child protection and disability and discrimination training.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.1
Other Positions	0.1

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>35 462.66</b>
Global funds	27 741.29
Tied funds	27 741.29
School & community sources	5 416.29
Interest	689.62
Trust receipts	828.30
Canteen	0.00
Total income	97 879.45
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	3 618.27
Excursions	1 564.22
Extracurricular dissections	7 969.81
Library	1 911.82
Training & development	7 969.81
Tied funds	35 327.37
Short term relief	1 059.78
Administration & office	19 405.93
School-operated canteen	0.00
Utilities	6 717.63
Maintenance	9 109.31
Trust accounts	748.50
Capital programs	0.00
Total expenditure	95 402.45
<b>Balance carried forward</b>	<b>2 477.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

At Walbundrie Public School we have a small cohort of students in Year 3 and 4 who sat NAPLAN 2016. Therefore individual student results can not be

displayed in this report. However all parents/caregivers have been informed of their child's achievements.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 Walbundrie Public School continued to utilise the Tell Them From Me survey to gather information on parental and student satisfaction. The school received positive results from the survey. A snapshot of the data is provided below:

Advocacy at school:– 8.8. (7.0 state)

Effective Learning Time:– 8.9 (8.5 state)

Student participation in school sport:– 100% (82% state)

Students with a positive behaviour at school:– 100% (92% state)

Students with a positive sense of belonging:– 100% (84% state)

Students with positive relationships:– 100% (88% state)

Positive Learning Climate:– 7.7 (7.4 state)

## Policy requirements

### Aboriginal education

In 2016 Walbundrie did not receive any Aboriginal Education funding. However our school celebrated NAIDOC Day and Aboriginal Education is embedded

through the curriculum and integrated across all Key Learning Areas. Students also investigated local Aboriginal history through the Creative Catchment Kids program.

### **Multicultural and anti-racism education**

While Walbundrie Public School did not receive any additional funding in this area. Cultural awareness was supported through the participation in Harmony Day and Multicultural Day with the Walbundrie Network of Schools. This was further strengthened by all students investigating a variety of cultures in integrated inquiry units.

Our Anti–Racism Contact Officer provided professional learning at regular staff meetings throughout the year to build staff understanding of cultural diversity in the school community.

### **Other school programs**

Student leadership was a school focus this year and students attended the Grip Leadership Conference which then provided students with the capacity to embark on more leadership opportunities to develop their leadership.