

# Wamoon Public School Annual Report



2016



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## Introduction

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

Chris George

Principal

### School contact details

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6955 9492

## School background

### School vision statement

Wamoon Public School's mission is to produce lifelong learning students who are resilient, questioning, hopeful, knowledgeable and resourceful citizens.

We provide a quality learning environment that facilitates high quality intellectual and significant work for all students. We provide and seek professional learning that will strengthen and increase teacher knowledge and skills, facilitate a reflective, supportive learning community and provide sustained program continuity.

### School context

Wamoon Public School is a learning community committed to achieving goals, working together, continually searching for improvement and encouraging and implementing new, innovative ideas.

The school is located 8 kilometres from Leeton and is a proud member of the Leeton Community of Schools. It is located in the Riverina district and is part of the Griffith cluster of schools. The school is classified a PP5 with a current enrolment of 29 students. The school is in a low socio economic area and has an aboriginal population of 20%.

Teaching and learning programs have been structured to meet student needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives a high level of praise in the community and is recognised as having quality learning programs.

The school has built a strong community relationship and we as a school community are very proud of our school and have worked together to build this reputation since 1915. We work to ensure every student has a fair share, a fair say and a fair go so that they can excel through "Innovation, Excellence and learning"

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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 Domain:** across the five elements we range between delivering and sustaining and growing. We have developed a positive, respectful relationship across the school community that underpins a productive learning environment, and supports students' development of strong identities as learners. Quality teaching and professional practice are evident in the learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stage of learning and development. Formative assessment is used to promote learning excellence and responsiveness in meeting the learning needs in all students. The school implements a whole school approach to wellbeing that has clearly defined behavioural expectations and where students are encouraged to recognise and respect cultural identity and diversity.

**Teaching Domain** : across the five elements we range from sustaining and growing to excelling. All teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Formative assessment is used widely to monitor student learning progress and to identify skill gaps for improvement. We have identified expertise within the school and draw upon this to further develop our learning community. There is a high level of collaboration and feedback that helps sustain quality teaching practice. Teachers are actively engaged in using evidence-based research to improve their performance.

**Learning Domain:** across the four elements there was a range from delivering to excelling. There is a clear understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Resources are strategically used to achieve improved student outcomes. The school has used an evidence-based strategy and innovative thinking in designing a school plan that drive ongoing improvement in student outcomes.

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 our students.

For more information about the School Excellence Framework:

## Strategic Direction 1

### STRATEGIC DIRECTION 1: Student Learning

#### Purpose

Inspire and create an educational environment and community in which social, emotional, physical, intellectual and critical abilities are developed through holistic, innovative and dynamic approach to teaching and learning.

Students demonstrate a greater capacity for independent learning and critical thinking.

Understand and practice the process of formative assessment as part of the learning process.

#### Overall summary of progress

All staff have participated in professional learning activities and there is a shared common direction of the school staff. The three dimensions of the quality teaching framework are embedded in class teaching and learning programs with a focus on formative assessment.

Premier's priorities not achieved.

Literacy continuum development progressed.

Other research practices and experts used to support the implementation of pedagogical practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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#### Next Steps

Use evidence based practices to increase the percentage of Indigenous students in the proficiency bands for both numeracy and literacy.

Implement Early Action for Success into school.

Professional learning that will further support the teaching and assessment processes of quality literacy and numeracy learning.

## Strategic Direction 2

STRATEGIC DIRECTION 2: Leading and learning.

### Purpose

Grow and develop embedded professional learning opportunities for teachers and school personal that provides a basis and support for innovative and creative learning situations to enhance and grow student learning opportunities.

### Overall summary of progress

All staff achieved their professional learning goals. Students have been exposed to samples of examples of quality work and used them to assess samples of peers work.

Students tracked their personal learning goals through feedback from formative assessment activities to build on their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff participate in professional learning activities and there is a shared common direction of the school staff.	Achieved. Formative assessment focus of all Professional learning plans.	\$4000
All staff achieve their yearly professional learning goals	Achieved	\$4000
Individual education programs are reviewed each semester as part of the school evaluation cycle	Achieved. Individual learning plans developed and implemented in consultation with learning support team and parents.	Nil

### Next Steps

We intend to review our Individual Education Program format to reflect the literacy and the numeracy continuum.

Review Professional learning plans in view of staff changes and expertise in the school.

## Strategic Direction 3

### STRATEGIC DIRECTION 3: Connections and partnerships

#### Purpose

Grow and build partnerships to enrich student experiences and learning.

Build community partnerships through parent engagement and activities. To work with the community to embed a positive culture and set of values based on the three expectations of being a Respectful, Responsible Learners and community member. Develop a culture where success is valued and a strong social conscience is developed.

#### Overall summary of progress

A number of learning experiences to engage students outside the classroom were conducted throughout the year.

A number of relevant learning experiences were conducted in collaboration with parents and community.

Parents participated in the promotion of students and school successes across many areas platforms.

Most parents familiar with classroom learning process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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#### Next Steps

To ensure all parents are aware of the literacy and numeracy continuums and where their child is on the continuums and the next steps to be taken to move learning forward.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Continuum data completed. Teaching programs checked.	Staff
<b>Socio-economic background</b>	Continuum data completed Teaching programs monitored.	Staff



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	17	13	14
Girls	15	19	15	17

Enrolments have remained steady over the past 4 years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	89.2	94.1	97.9
1	93.3	96.7	96.3	86.6
2	94.7	87.5	99.5	98.5
3	95.1	93.4	93.7	98.6
4	86.8	95.2	91.7	97.8
5	91.3	93.8	97.6	93.8
6	90.4	92.1	90.9	96.2
All Years	92.6	92.4	94.4	94
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

### Management of non-attendance

The school follows Department of Education policy on attendance. Data shows that attendance is equal to the state average and has been consistent with this trend.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.92
Other Positions	0.11

\*Full Time Equivalent

Our Aboriginal composition of the workforce is one part time casual support officer..

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

#### Professional Learning 2016

- Formative assessment
- Self- Evaluation Toolkit

#### Teacher Accreditation 2016

**No teachers were involved in the accreditation process.**

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>105 011.58</b>
Global funds	74 457.67
Tied funds	132 500.72
School & community sources	17 603.53
Interest	2 517.39
Trust receipts	6 095.27
Canteen	0.00
Total income	338 186.16
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6 267.57
Excursions	8 573.36
Extracurricular dissections	15 324.75
Library	778.50
Training & development	0.00
Tied funds	129 023.44
Short term relief	4 265.82
Administration & office	18 810.60
School-operated canteen	0.00
Utilities	13 466.93
Maintenance	11 377.28
Trust accounts	6 095.27
Capital programs	0.00
Total expenditure	213 983.52
<b>Balance carried forward</b>	<b>124 202.64</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.

Literacy results indicate the school performed at or above the state average in Reading, Grammar and Spelling. The proportion of students in year 3 and year 5 at or above the National Minimum Standard was

100%. Value added from year 3 to year 5 is equal to similar schools in the state.

<Use this text box to comment on numeracy NAPLAN data>

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<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

No Aboriginal students sat the NAPLAN test in 2016. In year 5 the Premier's target of 8% in the top two bands was achieved in reading, spelling, grammar, number and data. In year 3 it was achieved in number, spelling and grammar

## Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers rate the school highly where they feel the school provides a safe, happy and enjoyable learning environment.

Students enjoy going to school and find learning interesting and fun. They feel respected by others and that teachers take a personal interest in them.

Parents feel they have an important role to play and they are listened to. They believe the school is doing an excellent job, and their children are learning important skills.

## Policy requirements

### Aboriginal education

Units of work have been developed to ensure all children have a deep understanding of Aboriginal Australia. All teaching and learning programs are challenging and culturally appropriate. All Aboriginal students have achieved above the minimum standards in NAPLAN.

The school maintains a supportive learning environment for all students and all support services are inclusive of the needs of Aboriginal students currently enrolled.

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

Teaching units have been designed to explicitly teach about racism and discrimination. A multicultural perspective is included in teaching and learning programs.

The principal was re-trained during 2016 as the anti-racism contact officer. Our anti-racism policy was subject to a whole school review and added to the A\_Z policy process.