

# Walbundrie Public School

## Annual Report



2017



3338

## Introduction

The Annual Report for 2017 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.

Kirrilee Twyford

Acting Principal

## School contact details

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## School background

### School vision statement

Walbundrie Public School strives to provide a student centred learning environment, where the individual students learning needs are catered for in a supportive, welcoming and progressive learning environment.

### School context

Walbundrie Public School is a dynamic rural school that has strong ties with the community. The school fosters a strong sense of belonging with positive student, teacher and school community relationships all contributing to improved educational and social outcomes for students.

The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus providing diversified learning experiences for the students leading to many educational experiences and opportunities where students develop a deep knowledge and understanding. The school has a committed approach in developing literacy, numeracy and creativity skills of all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an engaging, supportive, modern and progressive learning environment.

Walbundrie Public School is a K–6 school with the students predominantly from a rural background. 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. 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. 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 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. All learning programs continued to be in aligned with the NSW Syllabus. 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. The Principal invested time in leadership roles in many professional networks. Students and teaching staff were provided with opportunities to demonstrate their leadership within our school and local community. School management worked alongside Educational Services to implement LMBR as a new school system.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Throughout 2017, teaching and learning was strengthened with every student progressing along the literacy and numeracy continuum. Visual learning practices were utilised in the classroom with student's being placed on the reading, writing and comprehension continuum within the classroom. The students could then understand where they are with their learning and where to next. This takes the guesswork out of learning and gives them a clear path to learning success. From this, individual learning plans were developed to target each student at the point of need. This encouraged independence and individuality, where every student takes responsibility of their own learning journey. Class furniture was also purchased this year to create learning hubs where students can collaborate and problem solve together. This strengthened the students 21st century learning skills.

Teaching pedagogy evolved throughout 2017, with utilising inquiry based learning in Mathematics, Science, History and Geography. This created rich and authentic learning tasks that were designed to develop deep and logical thinking. Teaching staff ensured that all learning programs continued to be aligned with the NSW syllabus. Data was harvested from student work samples, PLAN, NAPLAN and SMART data to inform teaching practice.

An early years focus has remained a key initiative for 2017, to make sure that Kindergarten students get a strong start to their education. An early years teacher was employed, additionally to staffing entitlements, to implement a quality literacy and numeracy program. This led to stronger improvements in key learning areas especially Numeracy and Reading in the early years. Professional learning in reading comprehension (Focus on reading) was undertaken in 2017, to focus on the strategies needed to understand the world we live in, whether that be through text, visual literacy and multimodal.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 100% of students report a high level of satisfaction on the Tell Them From Me survey.</li></ul>	No Applicable	Students at Walbundrie Public School rated the school an 8.7 out of 10 for effective learning time, 8.2 out of 10 for relevance and 8.4 out of 10 for positive learning climate. All being above average for government schools.
<ul style="list-style-type: none"><li>• All students display expected growth on the PLAN data.</li></ul>	Socio-economical funding – (\$10 202 ) Learning support teacher employed 1 day per fortnight.  Low Level adjustment for disability funding – (\$733 ) SLSO	Professional development in the use of literacy continuum and comprehension through Focus on Reading. All students have displayed growth and development on PLAN.
<ul style="list-style-type: none"><li>• Meet the Premier's priority of an 8% increase in the top two bands in NAPLAN.</li></ul>	Location Allocation (\$ 10 157 ) staffing entitlement with an early years focus, employed 1 day per fortnight.  Professional Learning Allocation (\$3 924 ) for professional development	100% of students had an individual learning plan and have progressed through the learning continuum.  Professional development for Formative assessment, Focus on Reading & LMBR.

#### Next Steps

- Continue to employ additional staff with an early years focus.
- Analyse data more comprehensively to strengthen consistent teacher judgement.
- Continue to implement visible learning practices

## 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 the Principal was the primary focus to develop their capacity to lead and manage the school. They took on additional leadership roles in the Primary Principals Association and the Principals Who Teach network. They also expanded their leadership capacity by taking on a relieving Principal role in a bigger school. This eventually led to a permanent appointment as a non-teaching Principal.

The administration staff successfully implemented the LMBR school system. They were also actively involved in the SASS Network. Communication forms were enhanced in 2017 with the introduction of the School Stream App for parents to receive correspondence. Also, the school set up a Facebook page to inform parents of events happening at school.

Teaching staff took on a mentoring role for an early Career teacher as well as a pre-service teacher. Staff were also involved in a Teacher network within the Walbundrie 5 small schools and in joint collaboration with Jindera Public School and Corowa South on the Bump-it up strategy. This led to a better understanding of professional practice and building reflective dialogue between schools.

All staff member have been involved in the preparation of their professional development plan (PDP) in the aim to develop individual goals, based on the school strategic directions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members develop a performance development plan that aligns with the school plan.	Quality Teaching, Successful Students (\$820)	All staff took part in professional learning to develop the skills and understanding of aligning school programs with the school plan.  Targeted professional learning that aligned with staff PDP's, which ensured all staff were meeting their requirements.
Strong school leadership that effectively manages the school and communicates well with all stakeholders.	Professional association memberships.	Implementation of LMBR  Principal took on additional leadership roles in Primary Principals Association and the Principals Who Teach network.

#### Next Steps

- Staff to continue mentoring roles
- Students to engage in leadership opportunities
- Actively engage in a range of professional networks



## 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. The school continued to foster educational connections inline with curriculum by utilising local organisations. The school worked collaboratively with Wirraminna and the Walbundrie Anglers club to plant trees in a community botanic garden. The school participated in a range of educational, social and sporting programs. The school worked with the Murray Conservatorium in musical workshops. Students in the Southern Riverina PSSA were involved in athletics, swimming, cross country, Rand round robin, Rand super 8s cricket, Bernie O'Conner gala day and Tony Locket Shield.

Staff were actively involved with the Primary Principals Association, Walbundrie Small School Network, Principals Who Teach, SASS Network and Small Schools Teacher Network. By being involved in these professional learning communities, the staff strengthened their knowledge and connections.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive feedback from all community partners.	Professional Learning – (\$3 924)	Positive Feedback from community partners.  Students engaging in sporting activities to keep them fit and healthy.  Students participating in broader curriculum by accessing community experts in music.

#### Next Steps

- Continue to develop teacher networks to further develop teaching practice
- Consult with other experts to deliver specialised programs



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Additional SLSO support (K–2 focus) \$733	All identified students showed growth in Literacy and Numeracy.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing Allocation 0.013  Additional weekly and mentoring release.	Additional release to track students on the literacy and numeracy continuum.  Additional release for planning and programming.
<b>Socio–economic background</b>	Staffing Allocation (\$10 202) – 0.1 Teaching Position	Additional teaching staff to deliver educational programs and to cover professional learning.  Targeted programs developed for the early years.
<b>Location Loading</b>	\$16 128 – 2nd teacher for an early years focus.	Additional teaching staff to implement quality teaching and learning programs.  Bus costs to attend sporting and educational programs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	7	10	9
Girls	6	5	7	7

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	97.8	96.2	87.1
1	94.6	93.4	93.5	94.6
2	97.8	95.1	96.4	95.7
3	97.8	98.9	100	91.4
4	96.7	94.5	93.5	97.8
5	97.3	95.6	93	98.9
6	96.5	98.4	96.8	95.7
All Years	96.8	95.9	96	94.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.1
Other Positions	0

\*Full Time Equivalent

In 2017, all teachers were maintaining proficient accreditation by the NSW Education Standards Authority.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

During 2017, professional learning continued to enhance our collaborative practices. All teachers are now maintaining proficient accreditation. 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. Teacher participated in Focus on Reading professional learning, to expand their knowledge of reading comprehension. Further LMBR training was provided to the Principal and the School Administration Manager 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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>31,168</b>
Global funds	41,947
Tied funds	14,143
School & community sources	894
Interest	274
Trust receipts	246
Canteen	0
<b>Total Receipts</b>	<b>57,504</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,795
Excursions	1,006
Extracurricular dissections	3,641
Library	600
Training & Development	5,380
Tied Funds Payments	4,078
Short Term Relief	0
Administration & Office	7,950
Canteen Payments	0
Utilities	1,362
Maintenance	6,198
Trust Payments	182
Capital Programs	0
<b>Total Payments</b>	<b>35,192</b>
<b>Balance carried forward</b>	<b>53,479</b>

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.

The information provided in the financial summary

includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>100,810</b>
Appropriation	99,467
Sale of Goods and Services	21
Grants and Contributions	1,117
Gain and Loss	0
Other Revenue	0
Investment Income	205
<b>Expenses</b>	<b>-52,469</b>
Recurrent Expenses	-52,469
Employee Related	-32,178
Operating Expenses	-20,292
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>48,341</b>
<b>Balance Carried Forward</b>	<b>48,341</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	267,735
Base Per Capita	2,598
Base Location	16,128
Other Base	249,009
<b>Equity Total</b>	21,048
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	10,890
<b>Targeted Total</b>	19,580
<b>Other Total</b>	28,086
<b>Grand Total</b>	336,449

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.

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 5 who sat NAPLAN in 2017. Therefore, results cannot be displayed in this report. However, all parents/caregivers have been informed of their child's achievements.

## 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 2017, 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:– 8.6 (7.7 state)

Effective Learning Time:– 8.7 (8.2 state)

Students with a positive behaviour at school:– 100% (83% state)

Students with a positive sense of belonging:– 100% (81% state)

Students who are interested and motivated:– 100% (78% state)

Positive Learning Climate:– 8.4 (7.2 state)

## Policy requirements

### Aboriginal education

In 2017, Walbundrie Public School did not receive any Aboriginal Education funding. However, Aboriginal education is embedded through all Key Learning areas. Specifically, this year the Inquiry unit was based around the First Australians, effects of colonisation and subsequent immigration. Aboriginal perspectives are in every possible curriculum area, so that Australia's indigenous heritage is understood, respected and celebrated.

### Multicultural and anti-racism education

In 2017, Walbundrie Public School did not receive any funding in this area. Multicultural education and the value of cultural diversity are promoted through the school curriculum and a variety of whole school programs and initiatives, specifically Harmony Day. During 2017, our Inquiry unit was based on the theme of Diversity including the First Australians, effects of colonisation and subsequent immigration. This aimed at developing students understanding of our history and to celebrate Australia's diversity.