

Wombat Public School

Annual Report



2017



3482

Introduction

The Annual Report for **2017** is provided to the community of **Wombat 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.

Renae Fairey

Relieving Principal

School contact details

Wombat Public School

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School background

School vision statement

Enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership.

School context

Wombat Public School was established 150 years ago and is located in the South West Slopes of the Riverina New South Wales. It is set in the rural village of Wombat which has a population of approximately 250 citizens. The school serves a diverse population within a low socio-economic context. There are currently 24 students enrolled in the school. Two cross-stage classes, infants and primary, gives the opportunity for highly individualised and differentiated learning programs to suit each learner's development.

Some of the programs and opportunities Wombat Public School offer all students include:

- L3 literacy program in the K–2 classroom
- Stephanie Alexander based Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High student to computer ratio.

The school works very closely with the local community, and in particular with the Young Small School's Network, and a collection of other small schools, as well as the local High Schools of Murrumburrah and Young to deliver innovative and outstanding academic and social curricula for every student.

The school has an active P&C committee who are committed to supporting the students allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of 'learning' for 2017 our school focused on the themes of 'assessment' and 'student engagement'. Strategic Direction 1 in the 2015–2017 School Plan identifies and expands on the development of engaged and successful learners. This was achieved through assessment practices that identified where students were on the Numeracy and Literacy Continuums, then identified and tracked their learning journey individually in each classroom. The students were provided with clear goals for their learning and their journey was tracked and celebrated each step they made on the classroom 'bump-it-up walls'. The Primary class had a visual three step process they moved their independent goals through, from not achieving, almost there and achieved. We continued to focus on respectful and responsible behaviours to foster positive learning conditions for student learning. Positive wellbeing was identified as an area that we need to continue to focus on to support each individual child's wellbeing, resulting in this being a strategic direction in our 2018–2020 School Plan.

In the domain of 'teaching' our school focused on the themes surrounding 'data use' and 'explicit teaching'. We believe we can confidently justify a rating of 'delivering' and are working towards a rating of 'sustaining and growing'. As part of our 2015–2017 School Plan both the primary and infants teaching staff engaged in L3 training and attended TENS support sessions to support explicit teaching in the classroom, particularly for literacy and numeracy. As part of the L3 process data collection was supported, and analysis skills developed to inform teaching decisions. PLAN data was also consistently monitored and updated to track student progress for the infants cohort as well as clear goals set for each child. In the primary class were provided with clear goals and their learning was tracked individually on the classroom 'bump-it-up walls', and the three step process they physically used to track their goals. Regular

staff discussions were held which supported improvement practices. A Strategic Direction was identified for the 2018–2020 School Plan to continue improvements in 'Quality Teaching and Learning'.

In the domain of 'leading' our focus has continued to be on creating a learning culture that encourages a 'high expectations culture' for teacher performance, supported by decisions made in the theme of 'staff deployment'. We can again confidently justify a rating of 'delivering' and strong steps toward 'sustaining and growing'. Whilst the engagement of a new-to-the-school infants teacher at the beginning of 2017, high expectations of teacher performance were encouraged and supported through regular discussions and the provision of training and in particular a new beginning in the journey of L3 training. In the theme 'community engagement' we believe we can justify a rating of sustaining and growing as we engaged in practices of soliciting and addressing feedback from parents, staff, students and community members on school performance. In 2017 we continued a focus on community engagement in the school environment through the use of volunteers in reading programs, our Kitchen Garden program, school activities such as mother's day and father's day stalls and carnivals, as well as P&C fundraising activities. The wider community has been invited to attend for community lunches, assemblies, choir performances and our 2017 school musical performances.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our 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

Engaged and successful learners

Purpose

Engage students to achieve their potential in a personalised learning environment.

Overall summary of progress

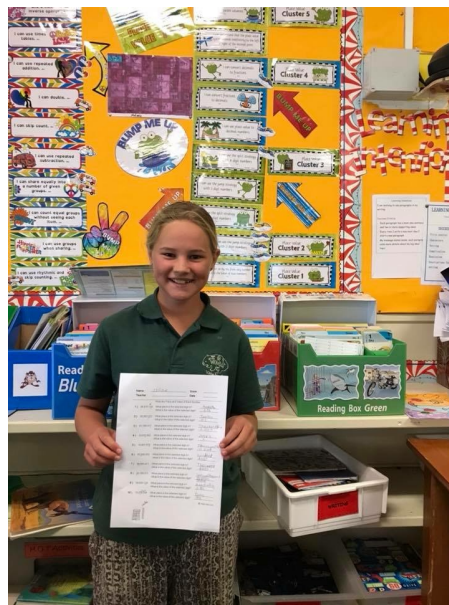
Both the primary and infants classroom teachers began their training in L3, and attended TENS based support sessions. L3 was embedded into the infants classroom daily learning programs and L3 was adapted to support learning in the primary classroom. Personalised learning was focused on in both the primary and infants classroom with student assessment used to plan future learning. Differentiated learning goals were identified and students were engaged in the knowledge of their learning journey through discussion and tracking on 'bump-it-up walls' based on the numeracy and literacy continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individualised learning delivered through innovative teaching and learning with assessment tracking along with continuum and directing future practice. This will result in all students will achieve at appropriate outcomes on Evidence Based Assessment Tools.	\$22,590.00 – L3 training – TENS training – LMBR training Principal and SASS – EAfS funding	The newly appointed infants teacher began L3 training in kindergarten, focusing on boosting the first year of school with guided reading, guided writing, instructional writing and assessment practices. The primary teaching principal began L3 training which was adapted to improve student learning through a more personalised learning environment. Both teachers attended TENS sessions and brought teaching practices to implement into the mathematics programs. Data walls were constructed in both infants and primary classrooms based on numeracy and literacy continuums. Primary had a three step process for each of their individual growth goals.

Next Steps

A strategic direction has been identified for the 2018–2020 School Plan focusing on Quality Teaching and Learning to continue building on the progress made in the 2015–2017 School Plan. In 2018 the school will begin the process of building a strong collaborative team to support each other in the data collection process, the analysis process and through the setting of individualised growth goals. Sharing of L3 training, which continues for the Infants teacher, will support the newly appointed primary teacher in delivering a range of practices to support all students in their learning journey. TENS learning will be investigated for 2019, once L3 training is strongly embedded into the classroom practices. Individualised goals will be re-established in both infants and primary on a data wall adapting to the changes implementing the progressions will bring. A focus on both positive wellbeing and digital literacies in the 2018–2020 School Plan will give students opportunities to explore and develop knowledge in technology and will continue to foster a learning culture that encourages quality learning opportunities.



Strategic Direction 2

Highly accomplished and competent staff.

Purpose

Build the capacity of staff to deliver high quality teaching and learning.

Overall summary of progress

In 2017 both the newly appointed infants teacher and the primary teaching principal undertook L3 training and some TENS sessions, as well as professional development discussions to continue their professional learning journey towards becoming highly accomplished and competent staff. Administrative staff and the Principal undertook LMBR training in the lead up to the new LMBR Administrative system being put into place in October.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has processes in place for staff development through strategic professional learning opportunities. As evidenced by implementation of quality process and procedures both in and outside the classrooms.	\$22,590.00 – L3 training – TENS training – LMBR training Principal and SASS – EAfS funding	The newly appointed infants teacher began L3 training to assist in embedding L3 into the classroom as outlined in her professional development plan. The Principal attended most Cootamundra network meetings to ensure she in turn was able to support teachers in their professional development. The Principal and Senior Administration Manager attended LMBR training in the lead up to the LMBR system going live in Term 4.

Next Steps

In 2018 the staff will continue to strive for excellence in their teaching practices, through the infants teacher, and relieving principal, continuing her L3 training and sharing practices with the newly appointed primary teacher with the intention of embedding a culture of professional support in data collection, analysis and individual goal setting as outlined in the 2018–2020 School Plan. To further supporting the professional development of staff the implementation of school wide wellbeing strategies focused on both students wellbeing and staff wellbeing will be focused on through 2018. Administrative staff will continue to attend any training and networking days in 2018. The Relieving Principal will begin a reflective program evaluation process with intention toward updating school wide scope and sequences that will support teachers in delivering high quality teaching opportunities to students.

Strategic Direction 3

Dynamic and inclusive community culture.

Purpose

Enable strong and inclusive community relationships.

Overall summary of progress

School communication processes were continually assessed through 2017 with a focus on delivering information identified as wanted by parents, particularly with regards to day-to-day classroom happenings. Community engagement was encouraged through invitations to community members to take part in volunteer reading, extra-curricular activities and programs. Networking opportunities were utilised for all staff. The staff and students participated in a variety of awareness and/or fundraising days.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student staff and the broader school community understand the behaviours, attitudes and expectations that contribute to the wellbeing of self and others. Through the development of positive community relationships students are positive and respectful members of the local and wider community. This is evidenced by community involvement .		In 2017 staff and students of the school participated in Harmony Day, Clean up Australia Day, Stewart House, an Easter Hat Parade, Walk to School Day, some Naidoc activities, Jeans for Genes Day, Book week, Melbourne Cup dress up day, as well as responsible pet training, Premier's reading challenge, Life Education Van, art exhibition days, car wash fundraising, various sporting days and programs and both Primary camp excursion and Infants day excursion. These gave students a broader understanding of their impact on both assisting the wider community and participating in community events. The school was also supported by many community volunteers including: volunteer reading, scripture, kitchen garden volunteers and donations, sporting coaching, school banking, assemblies and open days. Once a semester the school hosted a thank you morning tea for volunteers to show appreciation for those that give up their time to help enrich the school's programs and opportunities for the students. The P&C also engaged in a range of fundraising efforts with help from the students in cooking, preparing and selling products, which in turn improved their education through the provision of opportunities and resources for the students. The Principal attended Young Small Schools networking to support community involvement.

Next Steps

Students and staff will continue to participate in local and wider community activities and fundraising events. Staff will attend when possible community events such as Wombat Progress and Wombat Social Club meetings when able and support these groups. The school will also continue to encourage volunteer participation in the school's activities, and continue to show appreciation for all help. The school will continue to assess the school community's communication needs and seek to adapt communication resources such as the weekly newsletter, the school facebook site and the Wombat community newsletter as needed to communicate details of upcoming events, classroom learning and achievements. The Principal will continue to attend all Young Small Schools meetings to participate in decision making for the network and to gain knowledge in other programs and practices used across the schools.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	9	12	9
Girls	10	14	15	18

The school enrolment continues to be steady as younger siblings join their older siblings already in school. Some growth in enrolment has been made through new families moving to the area and wanting a smaller, personalised learning environment for their children.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	87	95.7	96.8	93.9
1	94.2	96.7	94.5	93.5
2	92.8	95.3	93.5	94.8
3	95.2	95.6	90	78.5
4	93.3	100	92.5	78.5
5	98.9	96.7	98.9	93.9
6	92.4	97.8	94.6	53.8
All Years	93.2	96.2	94.9	89.3
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

Management of non-attendance

When non-attendance is at a point of concern, either through the number of whole days, number of partial days or pattern of absence, these individuals are referred to the School Attendance Liaison Officer. All families are asked to explain absences and these are recorded.

In 2017 attendance patterns were affected by some families' inter-country and inter-state travelling. One family's circumstances took them from the community for a period of time. The family were in contact with the Principal during the process and support was given where possible.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.82
Other Positions	0

*Full Time Equivalent

In 2017 no staff employed identified as Aboriginal or Torres Strait Islander background.

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	0

Professional learning and teacher accreditation

In 2017 the newly appointed infants teacher and the primary teaching principal undertook L3 training to continue her accreditation in this area, as well as attending some TENS sessions. The primary teaching Principal attended all principal conferences and network meetings where possible, to undertake professional learning in leadership and administration.

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	\$
Balance brought forward	35,686
Global funds	66,630
Tied funds	35,157
School & community sources	19,849
Interest	601
Trust receipts	252
Canteen	0
Total Receipts	122,490
Payments	
Teaching & learning	
Key Learning Areas	13,734
Excursions	7,797
Extracurricular dissections	12,500
Library	437
Training & Development	1,262
Tied Funds Payments	49,949
Short Term Relief	0
Administration & Office	21,689
Canteen Payments	0
Utilities	8,006
Maintenance	6,259
Trust Payments	252
Capital Programs	0
Total Payments	121,884
Balance carried forward	36,291

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 Actual (\$)
Opening Balance	0
Revenue	38,200
Appropriation	36,291
Sale of Goods and Services	0
Grants and Contributions	1,908
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-27,612
Recurrent Expenses	-27,612
Employee Related	-17,917
Operating Expenses	-9,695
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	10,588
Balance Carried Forward	10,588

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 Actual (\$)
Base Total	332,226
Base Per Capita	4,126
Base Location	1,609
Other Base	326,490
Equity Total	39,557
Equity Aboriginal	0
Equity Socio economic	17,093
Equity Language	0
Equity Disability	22,464
Targeted Total	0
Other Total	7,775
Grand Total	379,558

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.

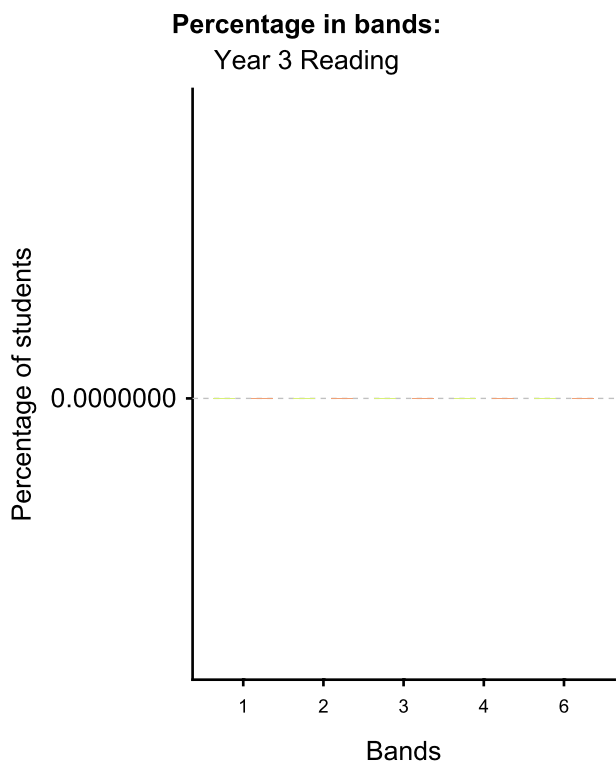
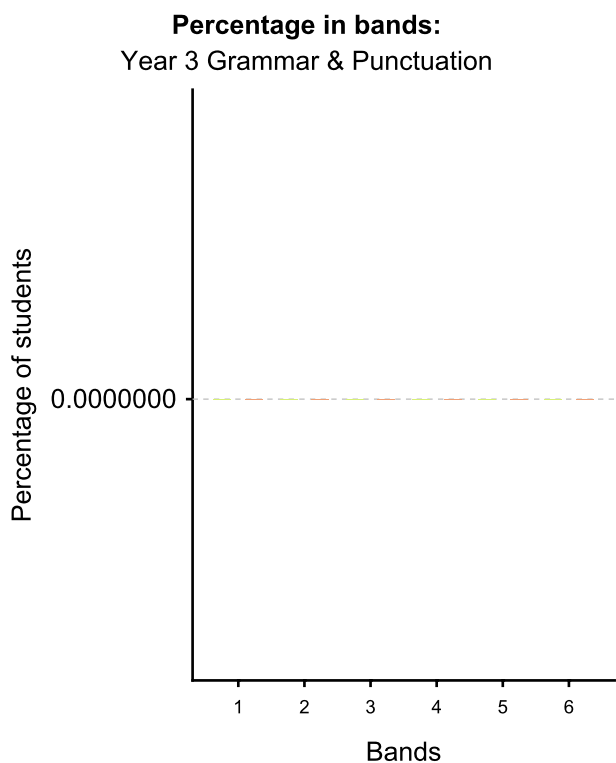
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

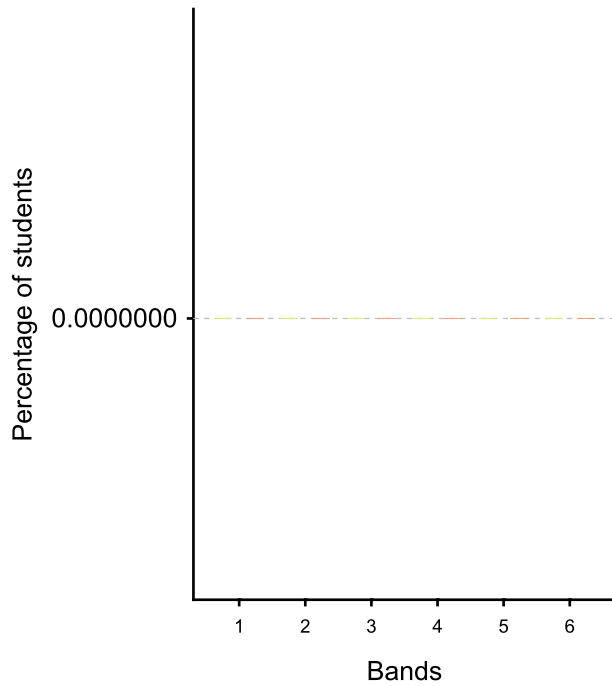
NAPLAN

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.

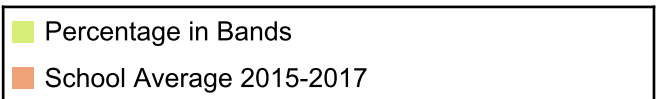
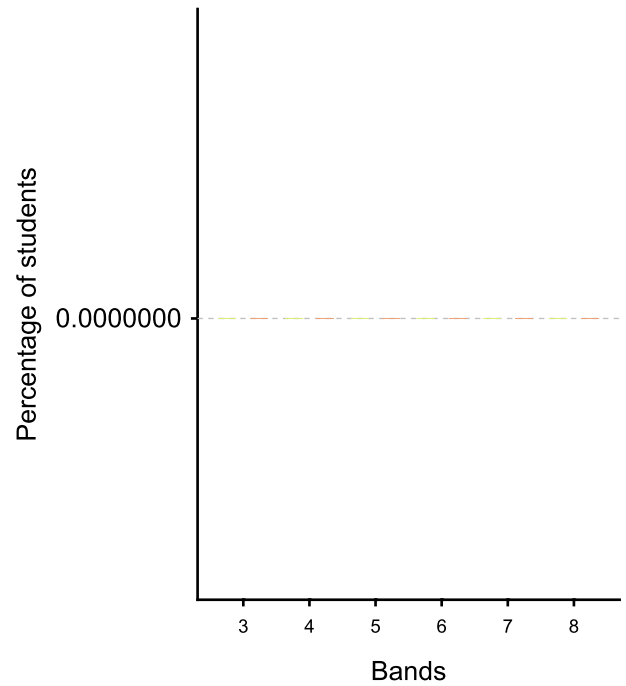
All students in Year 5 achieved proficiency in Reading and Writing and students growth from Year 3 to Year 5 was at or beyond state average.



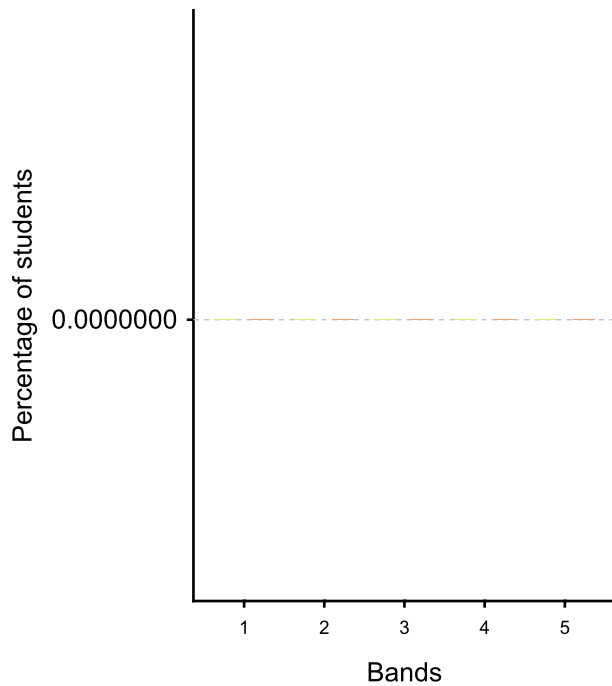
Percentage in bands:
Year 3 Spelling



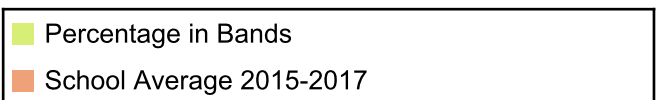
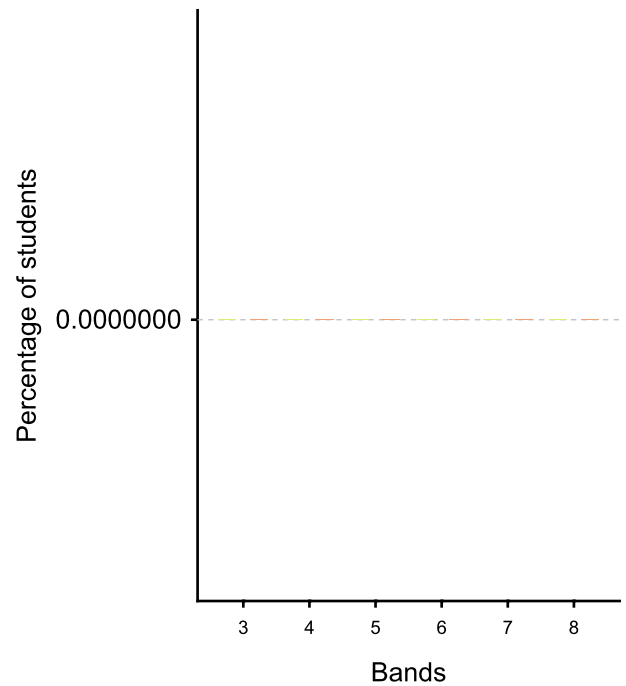
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 3 Writing

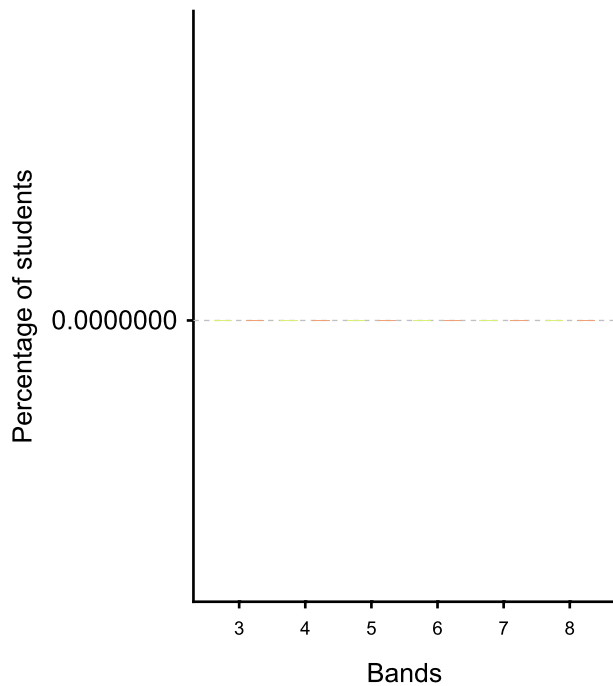


Percentage in bands:
Year 5 Reading



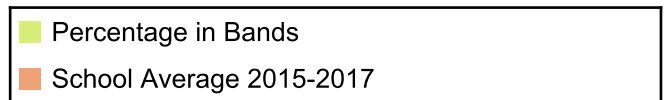
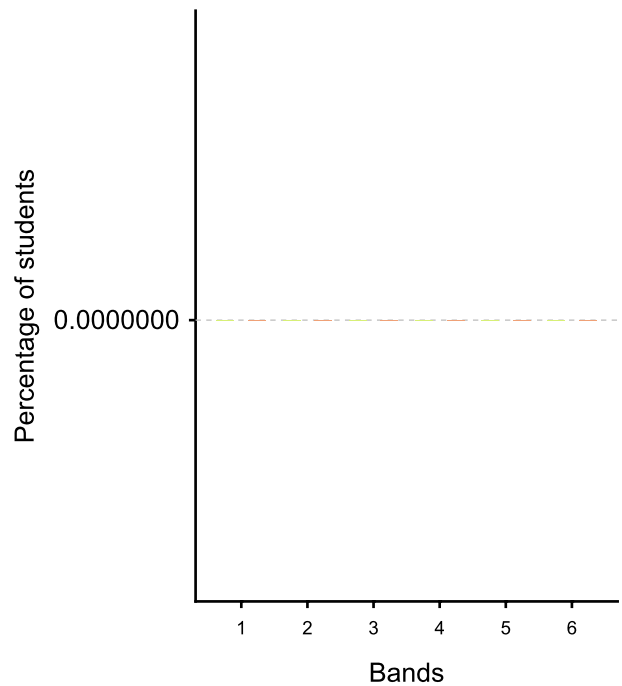
Percentage in bands:

Year 5 Spelling



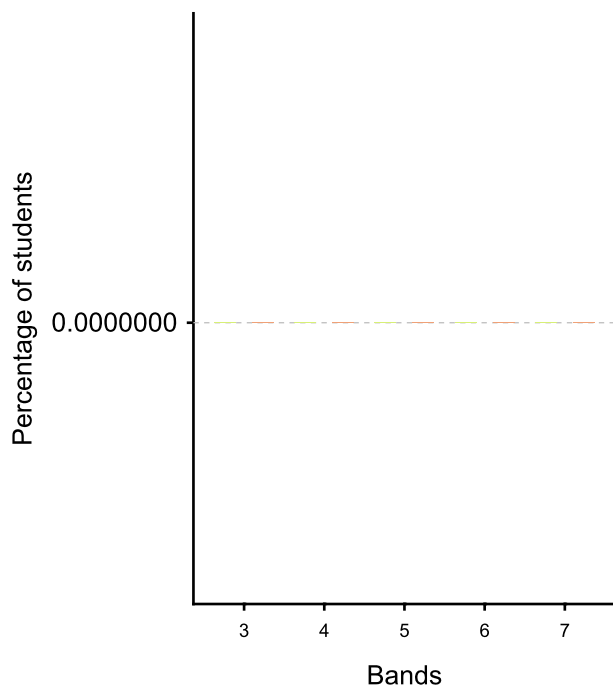
Percentage in bands:

Year 3 Numeracy



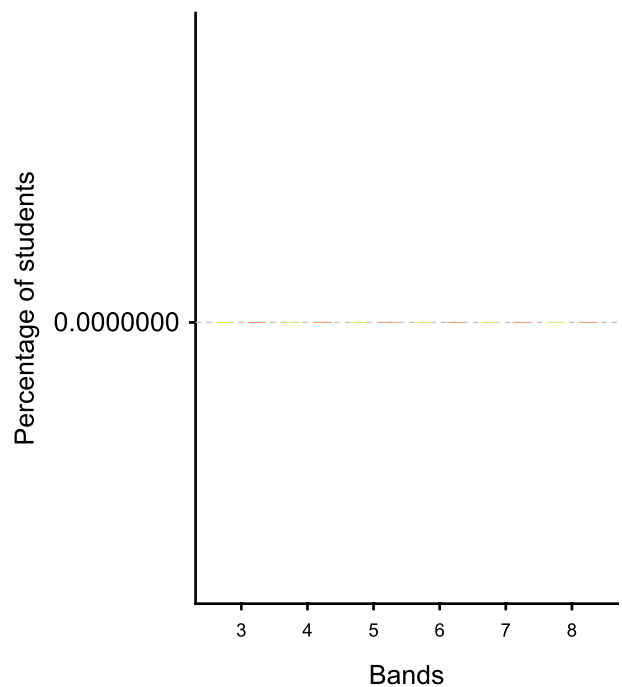
Percentage in bands:

Year 5 Writing



Percentage in bands:

Year 5 Numeracy



All students in Year 3 and Year 5 in 2017 achieved above National Minimal Standards in Numeracy with 33% achieving proficiency.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

All students, including Aboriginal or Torres Strait Islander students enrolled for the majority of the year

were offered small group assistance. There was one on one assistance given to students in need through Support Teachers and volunteers. Results from previous NAPLANs and in school assessments were used to pin point areas of development needed.

Parent/caregiver, student, teacher satisfaction

Survey results from a survey undertaken during 2017 show:

Opinions on Teaching and Learning from parents of Wombat Public School:

100% of responders agree that the principal and teachers demonstrate an expectation that all students learn and perform well.

100% of responders agree that they felt comfortable communicating with their child's teacher and that the communication sends a clear message that each one wants the best for the students at the school.

100% of responders agree that they felt teachers inform their child and themselves regularly about how he/she is doing in school.

100% of responders agree that their child is taught basic skills, critical thinking skills and problem solving.

100% of responders agree that school staff recognise and look for students who are behaving.

Opinions on learning from students of Wombat Public School in 2017:

81% agree they enjoy learning

97% agree they are seeing improvement in their literacy

96% agree they know somewhat where their learning is at and how they need to improve.

Opinions on teaching and learning from staff in 2017:

100% of staff felt they demonstrated and understanding that all students can learn.

100% of staff felt they knew where each student was at in their individual learning.

100% of staff felt were happy in their teaching role at the school

100% of staff felt they were supported by their collegial body in their teaching role

50% of staff felt they were supported by the parent body in their teaching role

Aboriginal Education at Wombat Public School is engrained into the daily teaching and learning programs. From the use of Aboriginal literacy resources in literacy time, to the learning about Aboriginal Culture through the Key Learning Area of History. Students at Wombat Public School begin each assembly with an acknowledgement of Country and the Aboriginal Flag is proudly flown alongside the Australian Flag each day. Students of Aboriginal or Torres Strait Islander Heritage are given small group instruction in the classroom and if an area of need is identified through qualitative or quantitative means, then individual assistance is provided in that area. All Aboriginal students are provided with an Individual Educational Program which is implemented within the classroom. All students with both the primary and infants classroom are provided with this which is due to the small size of each class and therefore, more attention to individual needs.

Multicultural and anti-racism education

Wombat Public School participated in the 2017 Harmony Day in March. During this day the students engaged in discussion and Multicultural activities ranging from art through to learning games and locating different countries in the world. Students also brought in multicultural food to share in a whole school lunch, and were invited to come dressed in clothing from other cultures. During the year the students participated in discussion and learning about other cultures through Literacy and Geography. Students also learn to respect cultural diversity through the use of multicultural resources in maths and literacy. Students undertake Personal Development lessons in anti-racism and the school adopts the Department's Anti-racism Policy when required.

Policy requirements

Aboriginal education