

Walbundrie Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 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.

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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. There is a focus on providing diversified learning experiences for the students, leading to many educational 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 which 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 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 and participated in external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the domains in the School Excellence Framework.

The results of this process indicated that Walbundrie Public School are Sustaining and Growing in the areas of Learning, Teaching, and Leading.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of a quality 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

Quality Learning

Purpose

To implement evaluative evidence based pedagogy and collaborative practice to enrich and improve learning outcomes to meet the needs of learners. Quality learning experiences will contribute to a positive learning culture based on high expectations. Students welcome feedback in order to be responsible learners who self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.

Overall summary of progress

Teachers are developing student reflective mindset to improve student learning. Students created individual learning goals (SMART goals) in literacy, to focus on an area of personal improvement. All students are setting goals based on feedback given by teachers. The students are beginning to reflect on their learning behaviours and identify areas for improvement.

Teachers are beginning to implement formative assessment practices to inform teaching and learning. Baseline data was collected at the beginning of the year and throughout the year, this data has been entered in PLAN2. Staff attended professional learning about the new Literacy and Numeracy Progressions and how they link to the NSW syllabus. Teachers have differentiated reading and mathematics sessions to suit the needs of students, so that they all feel challenged and supported. Students have been placed in reading and comprehension groups based on their PAT test results as well as classroom observations. This has given students opportunity to engage with texts that are more appropriate to their ability rather than year level, which is called the zone of proximal development. That way learning programs can be developed based on formative assessment data which suits the students' current needs. Teachers collaboratively analysed summative assessment data and completed reports on student growth throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have set, monitored and achieved their identified learning goals.		Students are regularly setting personal goals to address an area of improvement resulting in students building a reflective mindset.
Most students have achieved their expected growth in reading text and comprehension.	PAT Reading Test – \$135 Casual teacher expenses for teachers to attend professional learning – \$2 000	In 2018, Walbundrie Public School concentrated on upskilling teachers to understand and analyse data. Teachers completed professional learning on using progressions as well as interpreting NAPLAN data. This resulted in teachers improving their ability to source reliable data. Students have improved in reading and comprehension. Students on levelled readers have increased reading knowledge, understanding and fluency. The results of the PAT reading test shows that most students improved their comprehension over the year. SCOUT shows that students that completed NAPLAN have achieved above expected growth in reading.
Most students have achieved their expected growth in numeracy.		In 2018, Walbundrie Public School concentrated on upskilling teachers to understand and analyse data. Students in Kindergarten to Year 2 were observed and tested in early number skills and have achieved growth for the year. SCOUT shows that students that completed NAPLAN have achieved above expected growth in numeracy.

Next Steps

Students will continue to use SMART Goals to identify areas for improvement – 1 literacy and 1 numeracy goal with 10 min of individual learning time built into the daily sessions.

Teachers will continue to use data to inform teaching and learning programs.

Teachers will continue to use effective feedback to guide students future learning.

Teachers will attend professional learning on the inquiry pedagogy.

Strategic Direction 2

Quality Teaching

Purpose

To develop skilled and high performing educators with an evaluative and reflective mindset to strengthen student outcomes. Through collaborative and capacity building practices, teachers will apply evidence based pedagogy, explicit teaching methods and consistent practices to meet the needs of learners.

Overall summary of progress

The Walbundrie Small Schools Network collaboratively developed structures, goals and expectations for a Teacher Learning Community, with a particular emphasis on formative assessment. Teachers were provided with the opportunity to attend a two day conference. This was the catalyst for teachers leading their own Walbundrie Teacher Learning Community Network meetings and participating in a range of collaborative practices over the course of 2018. The teacher learning community has enabled all teachers to use reflective practice strategies in a supportive environment. Strong relationships were formed and collaborative practice is implemented to improve teaching practice. There has been growth in teacher's knowledge and understanding of formative assessment strategies as evidenced through teacher observations.

The Walbundrie Small Schools Network have previously found that National data sources are often unreliable and lack validity due to our small cohort sizes. During 2018, teachers engaged in targeted professional learning, a new assessment tool was implemented across the network, more reliable data was extrapolated and data analysis was undertaken to identify areas of need from a network perspective. All staff are able to distinguish between types of data and articulate how it can impact on teaching and learning. Their high engagement levels and commitment towards improving their practice has resulted in deeper knowledge and understanding of how to interpret and analyse data. Teachers are beginning to implement some strategies to improve student reading and comprehension levels. End of year assessment results indicates improved student achievement for the majority of students across the network.

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">Teachers have embedded evidence-based pedagogy in learning and teaching programs.	Professional Learning Dylan Wiliam 2 day conference – \$600 7 Steps to Writing Success – \$600 Mappen Subscription for Inquiry Learning – \$365	Teachers have been implementing some aspects of evidence-based teaching pedagogy into the classroom eg. 7 Steps to Writing Success, MAPPEN Inquiry learning. The major change this year was implementing formative assessment to ascertain students current level of knowledge. All teachers have demonstrated an improvement in using various forms of data as evidenced in their teaching and learning programs.
<ul style="list-style-type: none">Teachers actively engage in collaborative and reflective practices to improve teacher capacity.	Systems and structures have been put in place by the Principal where the teachers can attend meetings at no cost to the school. The Principal takes the whole school for learning activities.	As evidence, in the WTLC meeting minutes and teacher observation, teachers are developing their capacity to reflect on their own learning. Teachers are actively engaging in the teacher learning community and are developing their collaborative practice. Teachers regularly reflect on their teaching practice through dialogue, personal written reflections and observations.
<ul style="list-style-type: none">Teachers collect and analyse data to inform teaching practice.	Planning and programming days allow teachers to collaboratively plan and analyse data for future learning – \$2 000	Teachers have been regularly collecting and analysing data to inform teaching practice and student learning. The use of formative assessment have given teachers the ability to understand the current level of knowledge of each student. Therefore, teachers are better able to teach to students need which will lead to better student progress.

Next Steps

Teachers will consolidate their knowledge of Formative Assessment practices to inform their teaching and learning programs.

Teachers will strengthen their skills in conducting peer observations to improve teacher quality.

Teachers will observe schools that are implementing Formative Assessment to broaden their knowledge and gain teaching resources.

The Walbundrie Small Schools Network will create an Assessment Schedule to gather reliable and useful data.

Teachers will develop consistency around teacher judgement.

Teachers will participate in professional development of Literacy and Numeracy Progressions and PLAN 2 Data.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$11 358.00) 	<p>Learning and support funding was spent on fine motor resources including employing an Occupational Therapist for a day to observe students and report on their abilities. Fine motor resources were purchased to help students to increase their skills. Teachers implemented a fine motor rotation into the daily routine. This resulted in students strengthening their hand muscles and improvement in spatial awareness and writing.</p> <p>With the Staffing entitlement, the school was able to have an early years focus, where we could split the class and have specialised programs for the K–2 students. This allowed the teacher to focus on phonics and reading to set the students up for the rigour of 3–6.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 811.00) 	<p>Classroom teacher staffing entitlement 0.027 \$2811</p> <p>WTLC learning Community – allocation of allowing teacher to attend meetings – supplemented by the school</p>
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$10 411.00) 	<p>Classroom teacher – Staffing entitlement 0.1 \$10 411</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	10	9	11
Girls	5	7	7	7

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	96.2	87.1	97.3
1	93.4	93.5	94.6	96.8
2	95.1	96.4	95.7	96
3	98.9	100	91.4	99.5
4	94.5	93.5	97.8	98.8
5	95.6	93	98.9	98.6
6	98.4	96.8	95.7	100
All Years	95.9	96	94.2	97.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Walbundrie School implements the Department of Education Attendance Policy and regularly liaises with parents to manage non-attendance of students. The schools attendance rates continue to be above state average.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

All teachers are trained to minimum university level. Staff are dedicated to on-going professional learning to improve practice.

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

Staff at Walbundrie Public School are engaged and committed. One teacher is accredited at proficient with the other teacher working towards their proficient teacher accreditation. As part of their on-going commitment, staff participated in a range of targeted, high quality professional development activities in 2018. They included:

- Principal, teacher and SASS network meetings
- Principal conferences
- SAP updates
- WH&S updates
- Teaching and Learning Forums
- New School Plan update
- External Validation
- Strategic Financial Management
- Introducing the Science Syllabus
- Mandatory training – Code of Conduct, Child Protection, anaphylaxis, asthma, CPR

Professional learning was undertaken both during and after school hours.

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	48,341
Revenue	376,855
Appropriation	363,650
Sale of Goods and Services	610
Grants and Contributions	11,891
Gain and Loss	0
Other Revenue	0
Investment Income	704
Expenses	-348,889
Recurrent Expenses	-348,889
Employee Related	-302,780
Operating Expenses	-46,110
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,965
Balance Carried Forward	76,306

Walbundrie Public School meets financial policy requirements of the NSW Department of Education. This year the funding model changed to include staffing salaries. This meant that the Appropriation was significantly higher than last year and that staffing expenses were included. This is based on the Local Schools, Local Decisions model.

This year the school invested heavily in technology to be able to implement the new Science and Technology syllabus. This included buying laptops, Ipads and a cupboard for charging and storage.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	287,898
Base Per Capita	3,094
Base Location	15,859
Other Base	268,945
Equity Total	21,770
Equity Aboriginal	0
Equity Socio economic	10,411
Equity Language	0
Equity Disability	11,358
Targeted Total	25,751
Other Total	17,720
Grand Total	353,139

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

This year, students at Walbundrie Public School sat the paper NAPLAN test.

NAPLAN results indicate that students have achieved above average growth in Reading and achieved expected growth in writing and language conventions.

NAPLAN results indicate that students have achieved above average growth in Numeracy.

Results from Walbundrie Public School cannot be published as our Year 3 and Year 5 cohorts were below the reporting threshold.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school. The data was collected in a variety of methods and included online surveys, discussions at P&C meetings, questionnaires and informal feedback.

It is extremely important to have a link between school and home and have the support of parents and the wider community. Walbundrie prides itself on the strong ties with the community. The Education Week open classroom was very successful this year with most parents and some grandparents attending and actively engaging with student learning. The students shared things that they are proud of, something that they have improved in and their individual learning goals. The P & C is active in fundraising and supporting students with extra-curricular activities including bus travel to various experiences.

The parents are active in their children's education with attending special events and sporting days. We also hold an annual Thank you morning tea for members of the community that have helped the school during the year. The students cook and prepare for the event and make a special gift. This has been very successful with over 20 people attending each year.

Engaging with community organisations to expand the curriculum offerings are an excellent way to expand the student's knowledge and skills. The Sporting Schools grants have been utilized to provide students with expert coaching. It is a wonderful way to teach students new skills and by using a specialised coach, their skills have improved. The students from Walbundrie Public School have learnt basketball, soccer, cricket, swimming and gymnastic skills. This is a great way to engage with other community members and provide students with opportunities that they may never have had otherwise. Other community agencies have been engaged with to provide learning experiences different to the classroom teacher. The students are provided with incursions and excursion opportunities. This has helped to develop social skills, including how to make conversation and to ask relevant questions.

Policy requirements

Aboriginal education

School programs supporting Aboriginal Education and aspects of Aboriginal perspectives, culture and history are taught in the school. Aboriginal Education is

integrated across all Key Learning Areas with particular emphasis across History and Geography.

Walbundrie Public School celebrated NAIDOC day with an afternoon of activities at the school that focused on traditional games, art and culture.

Multicultural and anti-racism education

In 2018, Walbundrie Public School attended a small schools network Harmony Day celebration, where students learned about different cultures and customs.

Whilst there are no students from non-English speaking backgrounds enrolled at Walbundrie Public School, the cultural diversity of our nation continues to be recognised and celebrated in the school across the Key Learning Areas. Integrated units provide a vehicle to study other cultures and encourage attitudes of tolerance and respect for different cultures.