

Wamoon Public School Annual Report



2018



3364

Introduction

The Annual Report for **2018** 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.

Mr Matt Collins

Principal

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School background

School vision statement

At Wamoon Public School our mission is to produce students who feel valued, nurtured and ready to learn so they can become active, confident and knowledgeable citizens in our challenging world. Our staff use well developed evidence based pedagogy which is innovative, risk taking, dynamic and inspires learning in a nurturing and supportive environment.

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 40%.

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

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.

The results of the Self–Assessment indicated that our school is developing our capacity to plan, implement and reflect on strong programs which promote student learning. Significant changes across the school in relation to student wellbeing has made a positive impact on student engagement in classrooms. A strong focus has been put on ensuring that staff differentiate for individual student needs both in the classroom and through targeted intervention. The inception of a strong Learning and Support team has kept concise records of interventions and kept in contact with parents.

The results of the Self–Assessment indicated that our staff are responding positively to teacher professional learning opportunities designed to increase the effectiveness of classroom practice. A strong emphasis has been placed on using current student results to guide planning. Staff are using feedback methods to check for student understanding and to set future learning intentions. Staff have worked extensively with our Instructional Leader to develop their capacity to analyse data in order to plan for improvement. Staff were guided to use National Teaching Standards meaningfully when reflecting on their 2018 PDP.

The results of the Self–Assessment indicated that our staff are increasingly contributing to the leadership of the school. Staff have collaborated and led where possible the implementation of educational programs such as L3. The School Administration Manager has facilitated several coaching sessions with like staff on the implementation of SAP HR. Our community has led our P & C to increased levels of engagement in the wider community. Additional SLSO staff have been employed to ensure the provision of educational interventions is successful e.g. MiniLit Program.

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

Active, confident and knowledgeable citizens

Purpose

To inspire all students to develop a love of learning, so that they can become active, resilient, confident and knowledgeable citizens contributing to a thriving community and living well.

Overall summary of progress

At Wamoon Public School, staff have continued to develop a growth mindset around the use of professional research pedagogy to achieve student growth. Students assessment has been recording using the Literacy and Numeracy Progressions as a valuable tool for tracking student progress and setting 'where to next' goals in their learning. It is important to note that the leadership of the school transitioned to a new Principal in Semester 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of students at or beyond their learning expectations measured through the National Literacy and Numeracy Learning Progressions	Nil	In Term 3, coinciding with a change in Principal and Instructional Leader, staff were led to broaden their experiences with Literacy and Numeracy Progressions. Through the unpacking of the Creating Texts sub-element, staff plotted students at their current level. In Term 4, data was readjusted which demonstrated an increase in student performance in Creating Texts and Quantifying Numbers.
All students show growth and an increase of students showing higher than expected growth in literacy and numeracy utilising the National Assessment Program for Literacy And Numeracy (NAPLAN) and school identified measures.	Nil	

Next Steps

- Use of the school Instructional Leader to facilitate regular conferencing with staff to analyse student results.
- Recording of local baseline data to record student growth across Years K–3.
- Development of Learning and Support mechanisms to support students performing below their expected level.
- Continual professional dialogue surrounding the use of the Literacy and Numeracy Progressions in classrooms.
- Seek professional learning linked to feedback.

Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging environment underpinned by evidence based pedagogy where teaching is differentiated, flexible, reflective and relevant to our students, staff and community.

Overall summary of progress

At Wamoon Public School, we aim to create a stimulating and engaging environment. Teachers are building their capacity to differentiate the curriculum to ensure all students are able to access at their point of need. We have identified Assessment of Learning as an important area to focus on. It is important to note that the leadership of the school transitioned to a new Principal in Semester 2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool and in relation to the Performance Development Framework		In Term 3, Staff used their Performance Development Plan to revisit areas of development linked to their current level on the National Teaching Standards. One staff member was able to complete their Teacher Accreditation at Proficient level. In Term 4, staff explored the AITSL website and researched requirements to implement the AITSL survey in 2019. Staff also reviewed their PDP in consultation with supervisor and reflected on their progress towards listed goals. Staff were guided in the process of formulating their 2019 goals linked to School Priorities.
Increased knowledge and use of formative and summative assessment data by teachers to inform and plan for differentiated learning and future teaching directions	• Support for beginning teachers (\$1040.00)	In Term 3, Staff were guided to use data harvested from internal and external sources in the development of teaching and learning programs. The Instructional Leader has liaised with teachers to strengthen their ability to collect data against the Literacy and Numeracy Progressions. In Term 4, staff engaged in professional learning surrounding differentiation. Staff observed the process linked to completing Learning and Support Documentation.

Next Steps

- Completion of the AITSL Self-Assessment Tool for all staff.
- Creation of an Assessment Schedule in K–3
- Review current staff knowledge of formative and summative assessment techniques.
- Completion of Learning and Support documents including ILP's which demonstrate ways in which teachers differentiate.
- Modelled and peer teaching opportunities focusing on how to differentiate for a range of learners.

Strategic Direction 3

Wellbeing

Purpose

To ensure positive, respectful relationships are evident and widespread among students, staff and parents allowing students to connect, succeed and thrive.

Overall summary of progress

At Wamoon Public School, we aim to ensure that students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Staff dedicate considerable time to ensuring that students are known, valued and cared for. It is important to note that the leadership of the school transitioned to a new Principal in Term 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in school attendance data, particularly for at risk students from 2017 baseline data.		In Term 3, we implemented an attendance strategy which provided clear advice to staff on how to follow up on poor attendance/patterns for students at risk. In Term 4, we experienced improved attendance rates for targeted students through providing targeted interventions including parent engagement.
Increase of student, parent.caregiver and staff satisfaction in regards to student well-being compared to 2017 baseline data.		In Term 3, parents and community members were invited into the school on several occasions including an inaugural education week event which was attended by 88% of parents. Parents now run the Breakfast Program. In Term 4, parents provided positive feedback to exciting new programs initiatives including a community service opportunity for senior students.

Next Steps

- Begin PL surrounding implementation of Bounce Back program.
- Parents to complete the TTFM survey once open in Term 3 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional staff member Aboriginal Background Funding \$3680	A combination of funding has been used (including Aboriginal Background Funding) to create an additional class which has increased personalised support. Funding was also used to employ an additional SLSO Staff member who implemented the MiniLit program during K–2 Literacy Sessions (Term 3–4)
Low level adjustment for disability	RAM Equity Funds \$56 500	Funds were combined to make a third class possible. This has allowed staff to closely monitor the progress of students with additional learning needs and devise Individual Learning Plans
Quality Teaching, Successful Students (QTSS)		Funds were combined to make a third class possible. This has allowed staff to closely monitor the progress of students with additional learning needs and devise Individual Learning Plans
Socio–economic background		Funds were combined to make a third class possible. This has allowed staff to closely monitor the progress of students with additional learning needs and devise Individual Learning Plans
Support for beginning teachers		Funds have been used to release beginning teachers to work 1:1 with the school Instructional Leader. Beginning Teachers have also been supported to access additional planning time.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	14	14	16
Girls	15	17	17	14

Student enrolments are stable. We do expect a drop in enrolments in 2022 after a large cohort completes Year 6.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.1	97.9	86.8	91.8
1	96.3	86.6	94.3	77.7
2	99.5	98.5	86.6	89.7
3	93.7	98.6	91.8	95.6
4	91.7	97.8	97.3	95.1
5	97.6	93.8	92.8	98.6
6	90.9	96.2	96.4	87.4
All Years	94.4	94	91.1	90.8
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

Attendance remains at a steady rate just below the State DoE average. Staff require parents to provide notification of unexplained absences within seven days, an absentee slip is generated and sent home with the child. Parents usually notify the school if their child will be or has been away in a timely manner.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*Full Time Equivalent

At present none of the school's staff come from an indigenous 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

All teachers were involved in professional learning throughout 2018. Funding of \$12050 was funded and applied to this area and the bulk of the funding was directed towards full-time teaching staff. Staff participated in professional learning relating quality teaching, literacy, numeracy, student wellbeing, science, environmental education, Kitchen Garden programs and leadership. There is one beginning staff member at the school. All staff are accredited at Proficient level against the National Teaching Standards.

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	123,371
Revenue	726,732
Appropriation	718,452
Sale of Goods and Services	850
Grants and Contributions	6,146
Gain and Loss	0
Other Revenue	0
Investment Income	1,283
Expenses	-702,858
Recurrent Expenses	-702,858
Employee Related	-632,925
Operating Expenses	-69,933
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,874
Balance Carried Forward	147,245

The Principal and School Administrative Manager meet monthly to review the budget to ensure resources are being allocated responsibly. The school is saving funds to purchase portable electronic devices for students.

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	458,878
Base Per Capita	5,994
Base Location	9,239
Other Base	443,644
Equity Total	99,336
Equity Aboriginal	11,715
Equity Socio economic	74,593
Equity Language	0
Equity Disability	13,027
Targeted Total	0
Other Total	141,731
Grand Total	699,944

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.

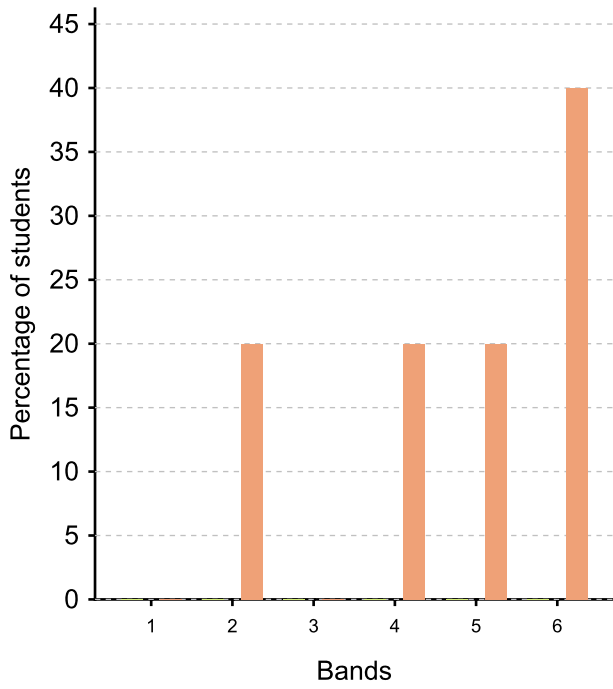
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Due to a small cohort in Year 3 and Year 5 specific data is difficult to provide due to the identification of individual results.

In 2018 students sat the pen and paper test.

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.

Percentage in bands:
Year 3 Spelling

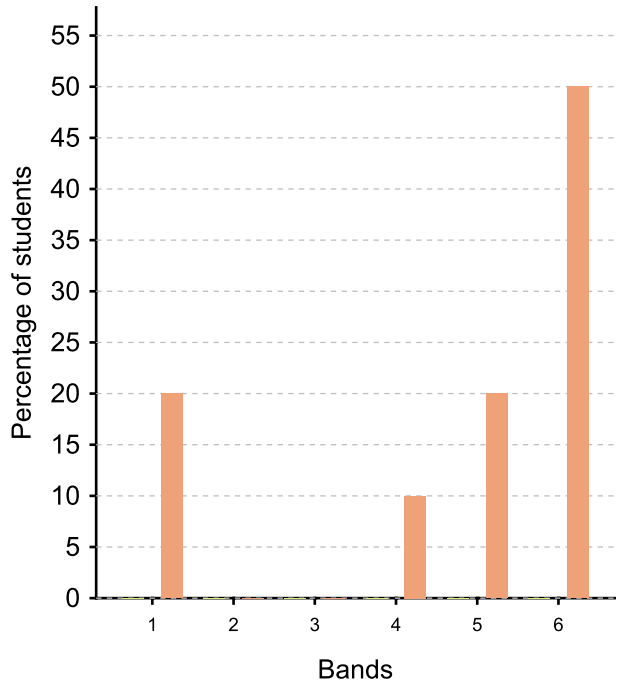


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	20	0	20	20	40

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	8.3	16.7	0	16.7	58.3

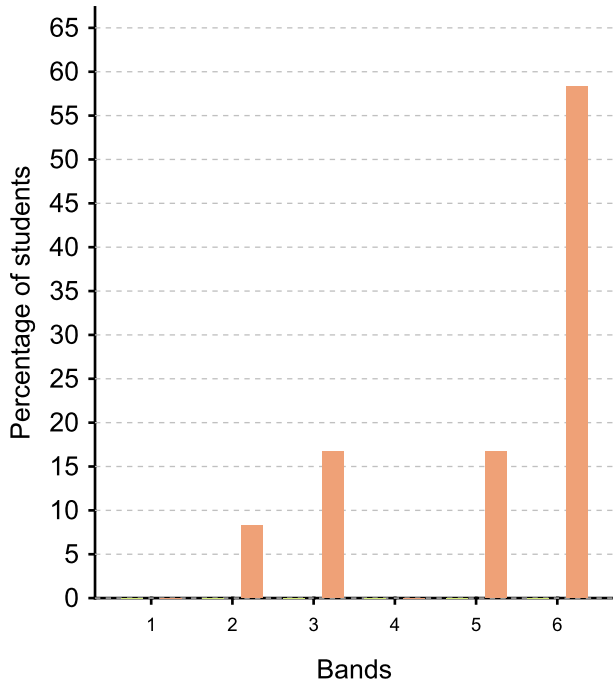
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

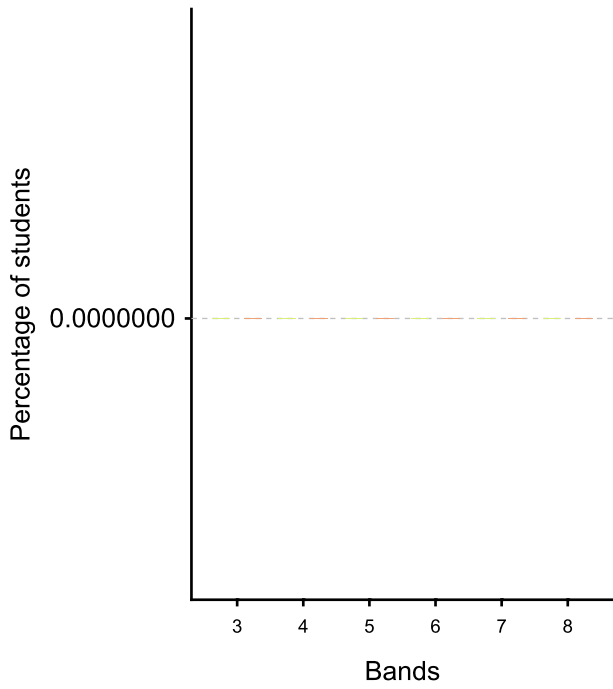
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	20	0	0	10	20	50

Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Writing

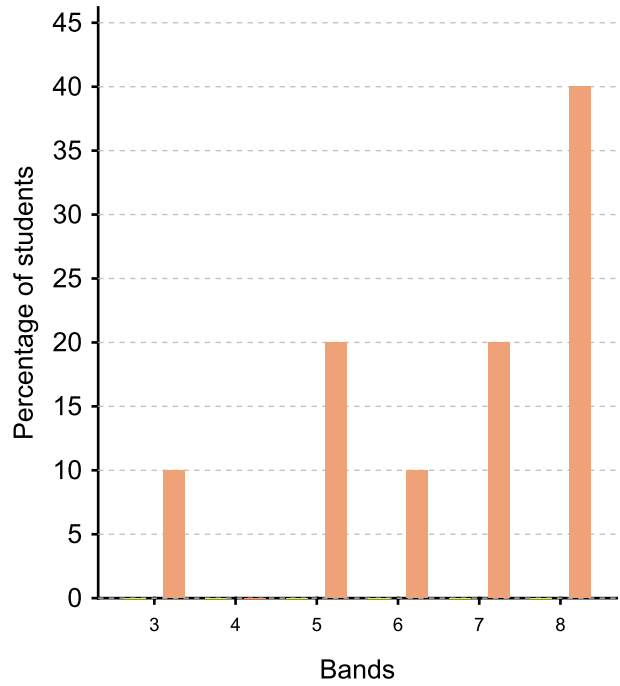


Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

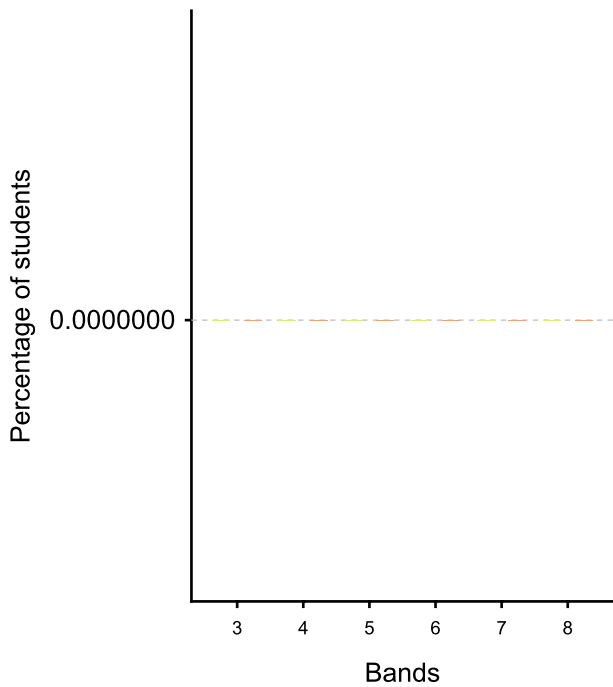
Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2016-2018

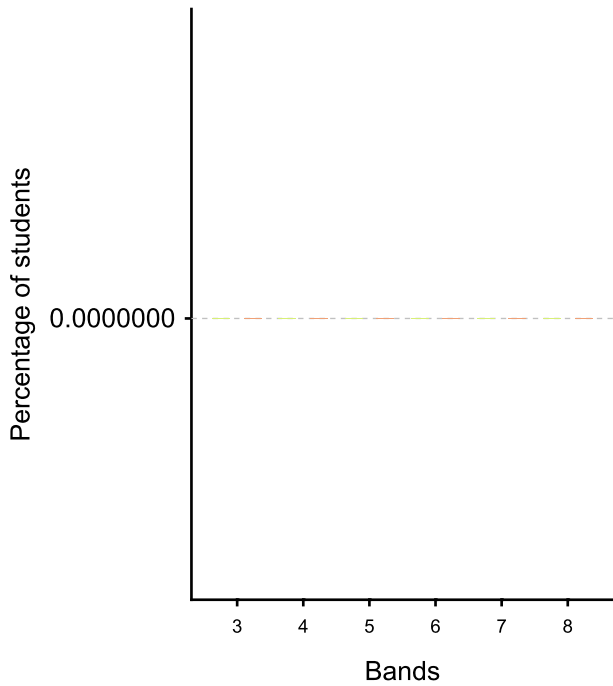
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	10	0	20	10	20	40

Percentage in bands:
Year 5 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	0	0	0	0	0

80% of Year 3 students attained Band 4 or higher in reading, writing and grammar and punctuation and Band 3 or higher in spelling. All Year 5 students attained growth rates from the Year 3 to the Year 5 test higher or equal to those across the State or in similar schools.

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.

In accordance with the Premier's Priorities Wamoon Public School strives to improve the learning outcomes for all students. Class sizes are small and explicit teaching targets areas of need for all students. Student learning is monitored and teaching and learning adjusted to suit the needs of the class. In analysing NAPLAN data we are always aware that small cohorts can have a direct impact on short term results.



Parent/caregiver, student, teacher satisfaction

At Wamoon Public School we value the feedback provided by all stakeholders. In 2018, we had the opportunity receive quantitative feedback from parent surveys (based on new initiatives in the school) and student surveys (perceptions of Literacy and Numeracy). We experience a high level of parent involvement at community events as well as regular volunteers who work within our school. Our breakfast program is run solely by parents. Students attended several external events this year including annual commemorations including ANZAC and Remembrance Day.



Policy requirements

Aboriginal education

Wamoon Public School endeavours to support teacher and student knowledge into the Aboriginal culture and community. Staff programs reflect the importance of learning about Aboriginal culture and engaging experts to assist staff in their teaching. Aboriginal perspectives are incorporated in an authentic and meaningful way as a part of learning across the curriculum.

Multicultural and anti-racism education

We actively promote opportunities for students to participate in learning experiences that explore diversity and shared Australian culture. Specific cultural studies

are incorporated into our Human Society and its Environment curriculum and supported through studies of literature, music, and art to enhance students' understanding and tolerance of cultural difference. Special events such as Harmony Day provides a focus for multicultural activities.