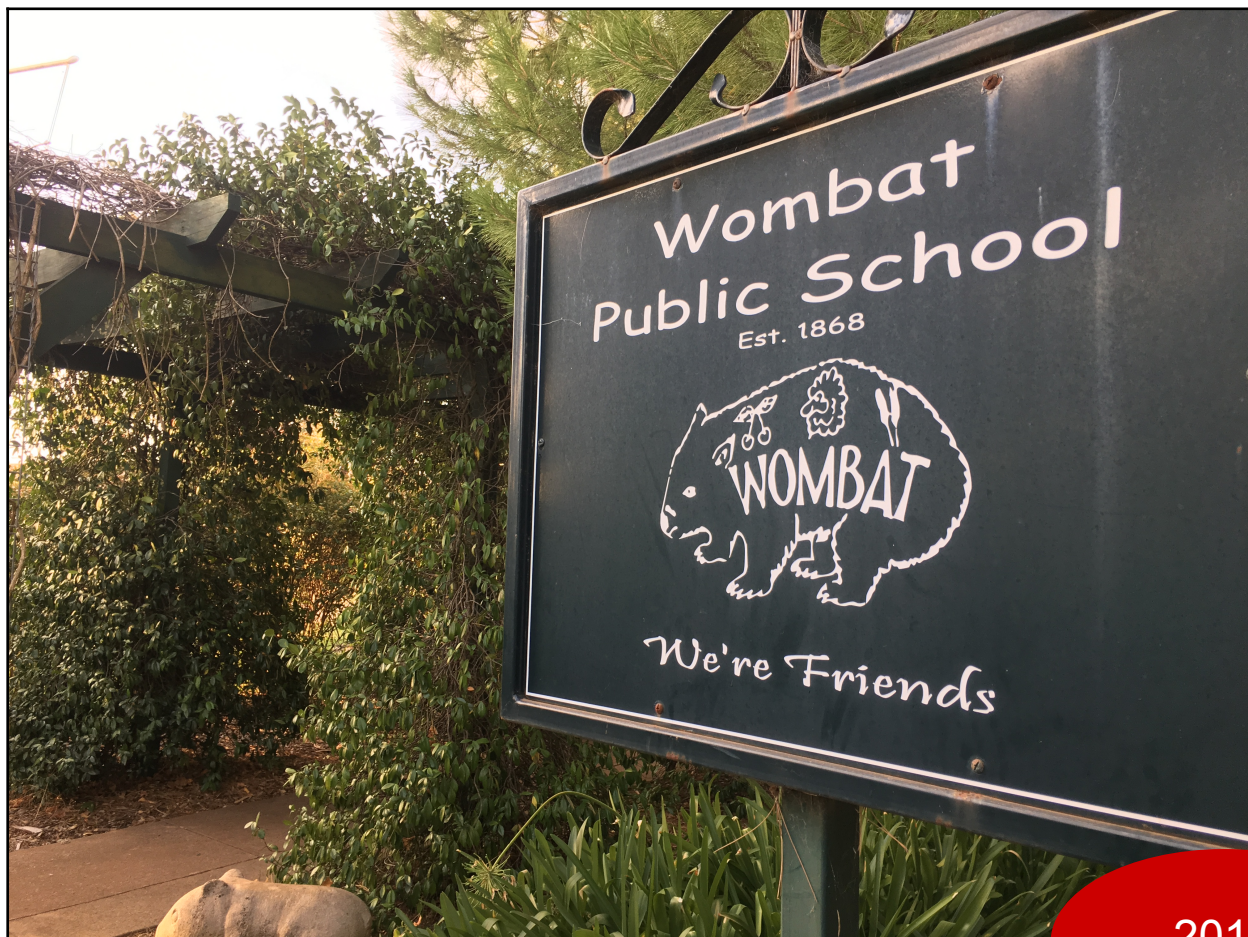


# Wombat Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

Principal

## School contact details

Wombat Public School

Rose St

Wombat, 2587

[www.wombat-p.schools.nsw.edu.au](http://www.wombat-p.schools.nsw.edu.au)

[wombat-p.school@det.nsw.edu.au](mailto:wombat-p.school@det.nsw.edu.au)

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## School background

### School vision statement

At Wombat Public School we aim to enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership. We work together to create a supportive learning environment that encourages positive wellbeing for all parties

### 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 resides on the traditional land of the Wiradjuri people.

In 2018 there were 24 students enrolled at the school. Staff comprised of two full-time teachers, a Teaching Principal and a Primary Teacher, and also a part-time teacher one day per week, a School Administrative Manager, a General Assistant and numerous volunteers that help to run supportive programs. Two cross-stage classes, infants and primary, gave an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offer all students include:

- L3 Literacy program in the K–2 classroom
- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to computer ratios

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools, as well as the local High Schools of Young and Murrumburrah 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 and participated in an 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 standards articulated in the School Excellence Framework.

The results of this process indicated Wombat Public School is working at Delivering the components of the School Excellence Framework.

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 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 Teaching and Learning

#### Purpose

To ensure Wombat Public School creates and maintains high expectations in teaching and learning practices, delivering teaching practices to accelerate learning in literacy and numeracy with differential learning based on formative assessments.

Increasing the themes of identifying growth targets for individual students, using internal progress and achievement data together with the school developing and using embedded and explicit systems that facilitate professional dialogue, collaboration and classroom support driving ongoing, school wide improvement have been identified as a priority from the *School Excellence Framework – Version 2*.

#### Overall summary of progress

During 2018 the school began the process of building a strong collaborative team to support each other in the data collection process and the analysis process. The collaboration process also supported the newly appointed primary teacher in delivering a range of practices to support all students in their learning journey. Over 2018 L3 training has become more embedded into the K–2 infants practices. Individualised goals in writing were created and monitored across stages. An Instructional Leader worked closely with both teachers on programming and supporting specific children's learning needs as determined through data analysis.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school identifies growth targets for individual students based on the Learning Progressions, L3 data and NAPLAN. As a result of this student data will indicate individual growth.	L3 – training	Both classes worked on creating growth targets based on the Learning Progressions. Infants teacher engaged in L3 training Ongoing Learning for Early Stage 1 and New learning for Stage 1. 5 weekly data on infants reading levels, vocabulary and hearing and recording sounds. This showed individual student growth
The school uses moderation and collaborative processes to develop continuity of learning between infants and primary students.		Collegial assessment, moderation and planning began during 2018 with times set aside for professional discussion on the learning progressions. All students have been initially plotted in some areas of the progressions with students with specific learning needs being plotted in more areas of the literacy learning progressions. Infants and primary teachers spent time discussing learning progressions as a baseline continuation between infants and primary. The infants class have engaged in L3 practices and teacher training throughout 2018.

#### Next Steps

Scope and sequence documents are in the process of being created. A focus on phonological strategies and spelling knowledge will be investigated to support student growth targets and assessed areas of need.

## Strategic Direction 2

### Positive Wellbeing

#### Purpose

To create a positive and supportive environment within the school to support the wellbeing of all students and staff so they can connect, thrive, succeed and learn.

Positive, respectful relationships being evident and widespread among students and staff and promoting student wellbeing to ensure optimum conditions for school learning across the whole school. Also the school providing and facilitating professional learning that builds teacher's understanding of effective strategies in promoting positive wellbeing have been identified as a developmental direction from the *School Excellence Framework – Version 2*.

#### Overall summary of progress

During 2018 the concepts of Respect and Responsibility were focused on as a whole school initiative. A rewards based system was adapted and used throughout 2018. This included the use of classdojo and both personal and class goals that have both immediate rewards and accumulative rewards over their time at the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data will reflect less anti-social behaviours.		School data reflects less anti-social behaviours than previous years. Primary focused on positive mindsets and both classes incorporated classdojo as a strategy to encourage positive behaviours. Both classes worked towards both personal and class goals each term.
Student, parent and staff feedback reflects positive views of school.		Parent and student surveys were engaged in mid 2018. Results were very positive.

#### Next Steps

A further focus on team skills, positive mindsets and empathy with intentions of building resilience and friendship skills.



## Strategic Direction 3

### Digital Literacies

#### Purpose

To strengthen teacher and student understandings of digital technologies and how these can be implemented across the school curriculum.

#### Overall summary of progress

During 2018 grant monies received by a cohort of small schools paid for 12 hours of training for both the primary and infants teachers as well as furnishing Wombat PS with technology resources that have been incorporated into the curriculum. Both teachers report a higher comfort using digital platforms and resources throughout their planning and bringing this into the curriculum.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers will increase their understanding and confidence of Australian Curriculum Digital Technologies and incorporate digital technology into their teaching practices.	Grant monies received by a cohort of small schools paid for 12 hours of professional development for both primary and infants teachers.	There is increased digital planning evident in both classrooms. The primary class is concentrating on developing problem-solving skills and trial-and-error processes through being given open-ended challenges around coding and robotics (evidence through children generated videos). There is increased staff understanding of the possibilities within the scope of the Australian Curriculum in Digital Literacies, following professional learning sessions in Term 2. 2019 will be focused on understanding and implementing the NSW Science and Technology K-6 Syllabus
Teachers will trial innovative or evidence-based, future-focused practices.	Technology resources were purchased using grant monies received by a cohort of small schools.	There is increased digital technology practices evident in both classrooms concentrating on developing problem-solving skills and trial-and-error processes through being given open-ended challenges around Science and

#### Next Steps

During 2019 we are reviewing Science and Technology scope and sequences that fit the new Science and Technology Syllabus document. We are planning to consistently use digital technology throughout the curriculum to support and enrich students' acquisition of future-focused practices.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	12	9	11
Girls	14	15	18	15

The school enrolment continues to be steady as younger siblings join their older siblings already in school. Some families moved from the area, whilst other families joined the school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	96.8	93.9	94.8
1	96.7	94.5	93.5	99
2	95.3	93.5	94.8	92
3	95.6	90	78.5	91.6
4	100	92.5	78.5	85.4
5	96.7	98.9	93.9	70.5
6	97.8	94.6	53.8	91.1
All Years	96.2	94.9	89.3	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

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 families are first contacted by the principal and support engaged where negotiated. If concerns continue these families are referred to the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.76
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.72

\*Full Time Equivalent

During 2018 the workforce at Wombat Public School consisted of a teaching principal, teaching kindergarten to year two, a full time second teacher in the primary classroom and a third covering class release, principal's release and individual student support at a FTE of 0.5. This is above allocation for the benefit of the students at Wombat PS. The workforce also consisted of a Senior Administrative Manager and General Assistant as well as numerous volunteers helping with religious education, reading support and our kitchen garden program. 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	

### Professional learning and teacher accreditation

In 2018 the relieving principal who is also the infants teacher engaged in L3 training OPL for Kindergarten and first year for S1. The relieving principal attended all principal conference and network meetings where possible to undertake professional learning in leadership and administration. Both the infants and primary teachers engaged in 6 digital technology sessions based on incorporating technology into the curriculum. The primary teacher began collecting evidence for his proficiency accreditation. The principal's release teacher applied for and received her accreditation in proficiency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	10,588
<b>Revenue</b>	467,708
Appropriation	459,336
Sale of Goods and Services	0
Grants and Contributions	8,283
Gain and Loss	0
Other Revenue	0
Investment Income	88
<b>Expenses</b>	-415,645
Recurrent Expenses	-415,645
Employee Related	-386,024
Operating Expenses	-29,622
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	52,063
<b>Balance Carried Forward</b>	62,650

A mid year boost in student numbers resulted in extra revenue not originally budgeted. This was able to be carried forward to boost 2019 staffing to allow for a continued quality education for all students.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	348,755
Base Per Capita	5,221
Base Location	1,448
Other Base	342,086
<b>Equity Total</b>	33,798
Equity Aboriginal	4,452
Equity Socio economic	16,041
Equity Language	0
Equity Disability	13,305
<b>Targeted Total</b>	0
<b>Other Total</b>	4,380
<b>Grand Total</b>	386,933

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.

Year 5 NAPLAN in 2018 showed 100% of students in bands 6 to 8, with 100% reaching band 8 for reading. Year 3 data in 2018 shows 33% achieving bands 4 to 6 with 66% achieving band 5 & 6 in reading.

Year 5 NAPLAN data shows 100% achieved band 7 in



numeracy and 33% reaching band 6 in year 3 NAPLAN.

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 response to the Premier's Priorities: improving education results Wombat Public School has introduced increased support in the classrooms to achieve greater literacy and numeracy results. The classroom teachers are engaging in professional learning that will increase the quality of lessons taught and the overall expectations on students in the classroom.

## **Parent/caregiver, student, teacher satisfaction**

Survey results from a survey undertaken during 2018 show that parents strongly agree that school staff are accommodating, approachable and welcoming, the school is connected to the community and welcomes parental involvement. The school is a friendly school and that students are the main concern. They believe that the school offers challenging programs for its students that set high standards of achievement.

## **Policy requirements**

### **Aboriginal education**

Aboriginal education at Wombat Public School is evident in the teaching and learning programs. From the use of indigenous literacy resources 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 flown alongside the Australian flag. Whilst there are no current enrolments that identify as having Aboriginal or Torres Strait Islander heritage, all students 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. Any Aboriginal students are provided with an Individual Educational Program which is implemented within the classroom.

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

Wombat Public School participated in the 2018 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. During the year the students participate in discussion and learning about other cultures through literacy, geography and history. The school adopts the Department's Anti-racism Policy.