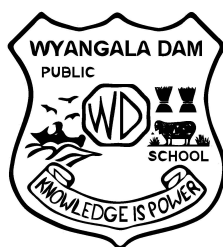


Wyangala Dam Public School

Annual Report



2018



3521

Introduction

The Annual Report for **2018** is provided to the community of Wyangala Dam 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.

Sue Clark

Principal

School contact details

Wyangala Dam Public School

Waugoola Road

WYANGALA, 2808

www.wyangalada-p.schools.nsw.edu.au

wyangalada-p.school@det.nsw.edu.au

6345 0804

School background

School vision statement

To empower all students to embrace learning, achieve their personal best and be active citizens.

School context

Wyangala Dam Public School is situated 40kms east of Cowra on the Lachlan River. The school has been operating since 1929 and currently four students are enrolled at the school, being all the children in the community.

In 2019, two teaching staff and two support staff support all students in their learning. Students are provided individualised learning opportunities by the dedicated teaching and support staff.

Students connect with their community through initiatives operating from the school.

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, the school's on balance judgement was Delivering in the elements of Assessment, Reporting, Curriculum, and Student Performance Measures. In the element of Learning Culture, the school self-assessed at Sustaining and Growing. In the element of Wellbeing, the school self-assessed at Excelling.

In the domain of Teaching, in the elements of Effective Classroom Practice, Professional Standards, and Learning and Development the school's on balance judgement was Sustaining and Growing. In the elements of Data Skills and Use, the school self-assessed at Delivering.

In the domain of Leading, the school's on balance judgement was Delivering in the elements of School Planning, Implementation and Reporting, and Education Leadership. In the elements of Management Practices and Processes, and School Resources, the school self-assessed at Sustaining and Growing.

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

Quality Learning in Partnership

Purpose

To provide a whole school community focus on the delivery of quality learning experiences that are differentiated, enabling students to develop strong identities as self-directed learners.

Overall summary of progress

We have strong partnerships in both the school and community which guides the learning of our students in all Key Learning Areas.

The school P&C continues to encourage new members offering assistance with education experiences of the students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every child gains a year's growth through a year's learning.		Students' success and growth is acknowledged on an on-going basis. Collaborative processes within the school, Cowra network and community have been developed and will be further strengthened in 2019. Three-Way conferences are booked for early 2019 to guide learning in meeting the requirements of the Premier's Priorities in Literacy and Numeracy
Improved levels of student wellbeing.		Evidence of support programs in place from Instructional Leader, counsellor, etc. Further practises being developed for 2019.
Increase the number of community partnerships that support student learning and engagement.		Community relations have been repaired and improved, eg: Wyangala Country Club displays student work, student of the month lunch reinstated, Wyangala Fishing Club put on a fishing day for Wyangala and Woodstock students, large community turn out at school functions during the year and at presentation night, working bees and other improvement projects including the Big Lift and Tree Planting day have been supported by community.

Next Steps

The Wyangala Dam Public School Learning Community will continually assess and evaluate current planning and lesson development to ensure all teaching and learning is of the highest level for each individual student.

To consolidate the partnership with the local community by building structures to ensure longevity of the learning community.

Strategic Direction 2

Quality Teaching in Partnership

Purpose

To promote and maintain an engaging teaching environment that develops strong literacy and numeracy foundations that are underpinned by a positive and collaborative school culture of high expectations.

Overall summary of progress

All staff have built capacity in areas of expertise to ensure quality teaching and learning for all students.

Specialist teachers have been utilised to provide an enhanced student learning.

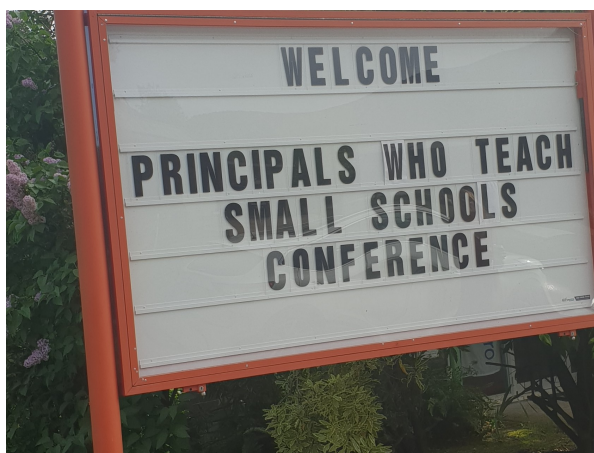
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs demonstrate the use of explicit teaching using evidence based strategies.	\$4720	Evaluative thinking strategies will be further developed in 2019, as the Professional Development focus is able to move from mandatory instruction to a more needs based focus
Systems and processes are established to collect and collaboratively analyse individual student data. This data analysis will drive programming and forward planning.		

Next Steps

Staff are continually seeking Professional Learning opportunities to ensure best practice in delivering all Key Learning Areas.

Involvement in Cowra Network, Cowra Small Schools' Network, Oneschools' Network and the Cowra Small Schools Sports Association will lead to the provision of a detailed and comprehensive program to meet individual student needs.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$11 475.00) 	Comparison of Term 2 and Term 4 testing emphasised growth in Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 249.00) 	
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$966.00) • Socio-economic background (\$150.00) • Socio-economic background (\$1 120.00) 	<p>All students were able to be involved in various excursions such as Dubbo Zoo Snooz, Borambola end of year excursion with Woodstock Public School.</p> <p>Dance lessons were also provided on site and students performed their routines at the end of year presentation.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	3	4	4	1
Girls	2	2	3	4

The enrolment at the school during 2018 was 6 students for Semester 1, comprising of 2 boys and 4 girls, and 5 students in Semester 2, comprising of 1 boy and 4 girls. It is anticipated to begin 2019 with 4 students

Student attendance profile

School				
Year	2015	2016	2017	2018
K				83.2
1	89	86	78.5	
2		95.7	90.3	87.4
3	90.1		98.4	61.5
4	94.5	94.6	100	97.9
5	96.2		96.8	81.3
6		91	91.4	98.9
All Years	93.2	91.6	93.4	86.9
State DoE				
Year	2015	2016	2017	2018
K				93.8
1	93.8	93.9	93.8	
2		94.1	94	93.5
3	94.1		94.1	93.6
4	94	93.9	93.9	93.4
5	94		93.8	93.2
6		93.4	93.3	92.5
All Years	94	93.8	93.8	93.4

Management of non-attendance

Attendance data for small schools can be greatly affected by family issues and common issues such as colds and flus. All absences are followed up by School Staff and parents are encouraged to report student absences promptly.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

During the 2018 school year there are no Aboriginal people employed at this school.

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

During 2018 all staff had the opportunity to attend Professional Learning activities to develop their skills and knowledge.

All staff undertook the Department of Education's Mandatory Training.

Teaching staff are very experienced educators and are always willing to share this knowledge as a learning and teaching team.

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	-1,048
Revenue	318,199
Appropriation	311,091
Sale of Goods and Services	-700
Grants and Contributions	7,812
Gain and Loss	0
Other Revenue	0
Investment Income	-5
Expenses	-310,604
Recurrent Expenses	-310,604
Employee Related	-265,576
Operating Expenses	-45,029
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	7,594
Balance Carried Forward	6,546

The balance carried forward has been allocated towards a new interactive panel in the main classroom.

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	275,049
Base Per Capita	1,354
Base Location	7,687
Other Base	266,008
Equity Total	17,290
Equity Aboriginal	0
Equity Socio economic	5,816
Equity Language	0
Equity Disability	11,475
Targeted Total	0
Other Total	13,389
Grand Total	305,729

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 the small number of students, a cohort of less than 10, who participated in the NAPLAN testing in 2018, data and graphs are not included in this report.

Due to the small number of students, a cohort of less than 10, who participated in the NAPLAN testing in 2018, data and graphs are not included in this report.

Privacy regulations do not allow us to release results that could identify individual students. Results from the tests in literacy and numeracy have been analysed for the students and will be used to help determine strategies for improvement. Individual student reports were sent home to parents, identifying areas of strength and aspects for improvement. Parents also had the opportunity to discuss their child's report with the teaching staff.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent satisfaction and approval of the schools and students performance in 2018 have been consistently positive and acknowledges the hard work and dedication of all staff members.

Students enjoy the calm, relaxing atmosphere within the school and work diligently on all tasks.

All staff have consistently reported that working at Wyangala Dam Public School is an enjoyable and very worthwhile experience.

The School effectively communicates student achievements and school activities through a weekly newsletter, semester reports and both formal and informal discussions.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into all aspects of the school's curriculum. Students participated in a variety of activities that highlighted Aboriginal culture and history.

Multicultural and anti-racism education

As part of the Stephanie Alexander Kitchen Garden Program students had the opportunity to look at the food of many countries around the world. This involved looking at recipes and cooking meals that reflected each chosen country's individual cuisine.

The students again participated in the Cowra Festival of International Understanding in March. They were awarded the Best Float featuring Nepal Theme for their Parade Float. Their shop window was awarded Small Schools Second Place by the judges.