

# Zig Zag Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Zig Zag 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.

Vicki Gillmore

Principal

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## School background

### School vision statement

The school's vision statement: "Learning for Life":– highlights our aim to ensure that every child is engaged and motivated to learn.

Our teaching and learning is future focused and individual; and is aimed at equipping our students to develop into successful 21st Century learners.

### School context

Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment of the school is currently at 93 students, which is the result of a steady population growth over the past six years.

ZZPS has a strong peer support and student leadership program which targets the qualities and needs of individual students.

The school has a socio economic FOEI of 137 and an Aboriginal population of 14%. School programs are aimed to provide opportunities for personal development and growth through a range of school responsibilities and experiences.

The school has a committed approach to the wider school community ensuring an ongoing affiliation with the local AECG group and Lithgow WGECE Principal's group.

All school programs have a high emphasis in upholding the mission statement of "Learning for Life", catering for all facets of a child's life: being academic, social, and emotional development. The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program.

Our students are 21st Century learners, incorporating the use of technology and hands on experiences in creative, diverse, purposeful ways to demonstrate and apply their 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.

*In the domain of Learning:*

#### **The school's on–balance judgement for Learning Culture is: Sustaining and Growing**

There is demonstrated commitment within the school community that all students make learning progress.

#### **.The school's on–balance judgement for Wellbeing is: Excelling**

The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

#### **The school's on–balance judgement for Curriculum and learning is: Sustaining and Growing**

The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.

#### **The school's on–balance judgement for Assessment and Reporting is: Delivering**

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

**The school's on–balance judgement for Student Performance Measures is: Delivering**

The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes

**The school's on–balance judgement for Effective Classroom practice is: Sustaining and Growing**

A school wide approach to effective and positive classroom management is evident. Support is provided to teachers, ensuring optimum learning.

**The school's on–balance judgement for Data Skills and Use is: Delivering**

Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.

**The school's on–balance judgement for Professional standards is: Delivering**

The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

**The school's on–balance judgement for Learning Development is: Sustaining and Growing**

Teachers demonstrate currency of content knowledge and evidence–based teaching practice in all their teaching areas..

**The school's on–balance judgement for Educational Leadership is: Sustaining and Growing**

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.

**The school's on–balance judgement for School Planning, Implementation and Reporting is: Sustaining and Growing**

The leadership team embeds clear processes, with accompanying timelines and milestones to direct school activity towards effective implementation of the school plan.

**The school's on–balance judgement for School Resources is: Sustaining and Growing**

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

**The school's on–balance judgement for Management Practices and Processes is: Delivering**

Administrative practices and systems effectively support school operations and teaching.

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

### TEACHING & LEARNING EXCELLENCE

#### Purpose

##### LEARNING:

To provide a whole school approach to the delivery of quality learning that is focussed and differentiated for all students. This will create a learning environment that is driven by high expectations for all students and a culture of responsibility for learning.

##### TEACHING:

Student learning is underpinned by high quality and skilled teachers who inspire lifelong learning. Our purpose is to create a professional environment which is supported by collaborative, evidence based teaching strategies and methodology; where Literacy and Numeracy is the focus for improvement.

#### Overall summary of progress

Learning Intentions for focus areas guiding teacher feedback and student self assessment through:

\* Weekly Teacher Professional learning equating to improving teacher capacity

\* Whole school system to implement English syllabus where:—A School Resource has been developed and linked to syllabus. This resources Includes assessment for teaching and provides systems to give feedback and building on a systematic whole school approach to improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students achieving proficiency In Literacy and Numeracy	Early Action for success— Class Teacher Interventionist.  Literacy and Numeracy support Class  RAM funding expended  \$159,527  Aboriginal Funding expended  \$7953.00	Students are achieving L3/EA4s targets.  Embedded assessment and PLAN software utilised to track progress to inform teaching direction.
Visible Learning strategies are being used across all classrooms with evidence of Learning Intentions, Success Criteria and Explicit Feedback being implemented.	Implementation of a school Focus Area program.  RAM funding expended  \$159,527  Aboriginal Funding expended  \$7953.00	Teacher relieved to drive curriculum improvement with a focus on Literacy in 2018

#### Next Steps

Ultimately we have exceeded our expectations for this Strategic Direction. In the aspect of supporting staff and in developing a resource that is interconnected to all areas of learning.

We will continue to develop skills in programming, explicit teaching, differentiation, deepen our knowledge of the syllabus, embedded assessment, visual learning strategies, through consistent teacher professional development and collaboration.

The School Excellence Framework will continue to drive the direction for school improvement and we will develop a concise report linking the semesters learning for parents.

We have realised that our work in Strategic Direction One is linked to Process 3 in Strategic Direction 2, in the sense that our learning spaces need to be purposeful and support the whole school pedagogy of visible learning. Therefore Process 3 in SD2 needs to progress slowly to meet our needs.

We now need to work on the involvement of students in their learning as well as including parents in our visible learning strategies.



## Strategic Direction 2

LEADERSHIP TO – CONNECT, SUCCEED, THRIVE

### Purpose

Fostering a school wide, future focused culture which supports the growth and development of our students.

Where the wellbeing for all individuals is understood and is the direction for school improvement.

Where community connection is valued and enhanced; enriching the existing Zig Zag ethos by offering something different for our students.

### Overall summary of progress

Programs that encourage School Community Consultation, Culture and Connections have been successful in 2018.

Programs such as the Community Landcare project, the Community Tree day, Parent and Student Three Way Interviews and a review of the Newsletter format and purpose has enhanced Community Consultation and connections.

Throughout 2018 a review of the School welfare policy has acknowledged Positive Behaviour for Learning and includes a link to our Virtues Program.

Connection with the wider community are developing through the transition programs we operate, including The Puffing Billies Program operated by Connect, Transition to High School program and pre-school links.

Professional development for staff has had a focus on the wellbeing needs of our students. Staff training has included Trauma Informed Practice, Online modules on Duty of care and Bullying, MAPPA training and Arco workshops.

A review of the school's reward and behaviour system has taken place, embedding the virtues program into our whole school processes ensuring visible learning for the students and communication to our parents.

As a staff we are developing an understanding of the Wellbeing Framework and are developing of a whole school approach to student wellbeing.

The flexible learning spaces we offer our students are continuing to function effectively and although planning has begun to enhance this space across all classrooms, we decided to delay ordering furniture in order to concentrate on our explicit teaching approach and will review how our students learn most effectively in the spaces we have at present.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of parents, caregivers and the community engaged in student learning.	Aboriginal Equity for SLSO support. Student assistance and resources.  Aboriginal Funds expended  \$7953	Parents and the wider community become advocates for the school's programs and successes.
Increased levels of Student Well Being.	Teacher professional learning and implementation of strategies.  RAM funding expended \$159,527	Improved teacher thinking and understanding from training and development are becoming evident from a change in dealing with the more challenging students.  This needs to become embedded in school management practices.  Revisiting this learning and delving deeper into the theory of trauma based approach, is necessary to adapt/change/alter teacher mindsets.

## Next Steps

Although we are having slow progress with this process– we are making changes and ensuring the changes we have made are effective and embedded into the school's organisation.

The biggest impact has been the change of communication lines to our community.

We will take a new direction in our consultation processes for 2019 planning. We intend providing the community with information and reasons behind teaching and learning changes in the classroom, via various sources such as video, flow charts, term overview of learning.

The Iplay program and active homework was initiated this year, with videos demonstrating weekly expectations. this will continue next year as will as introducing See Saw into our communication plan from Strategic Direction 1.

Improved teacher thinking and understanding from training and development is evident from the change when dealing with the more challenging students.

Revisiting this learning and delving deeper into the theory of trauma based approach, is necessary to adapt/change/alter teacher mindsets.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	42	38	39	37
Girls	40	52	58	51

In 2018 the classes at Zig Zag Public School were structured to maximise student learning and ensure each student was able to reach his or her full potential.

Four classes were formed:

Kindergarten/1/2; 1/2/3; 3/4/5 and 5/6

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.8	91.9	93.7	90.6
1	93.9	92.2	90.4	90
2	97.1	93.7	88.9	91.4
3	91.9	95.5	93.3	89.5
4	93.1	91.1	92.1	90.9
5	91.3	95.3	88.4	90.4
6	91.4	93.9	93.3	91.5
All Years	92.5	93.3	91.6	90.7
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

A positive attitude to school attendance is the focus for our weekly school programs.

The SAKG program continues to promote active participation and engages students to come to school. Responsibility for the kitchen garden and the weekly

cooking lessons encourage school attendance.

Environmental education, the daily physical fitness program, sport activities and the Peer support program, all produce an enjoyable school atmosphere.

We strive to continue to develop opportunities for students to develop into 21st Century Learners. The purpose is to enhance students' Life Long Learning through engagement in skill development programs.

Non-attendance is managed by the School's Attendance Policy. The key components of this policy are:

\* Early detection of poor attendance patterns for individuals.

\* Personal phone calls from the Principal to monitor absences and communicate with parents

\* Individual Attendance plans supported by the Home School Liaison Officer

\* Reminders in the newsletters of the importance of being on time for school and regular attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.61
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.46

\*Full Time Equivalent

There is currently one staff member identifying as Indigenous.

### 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 staff were extensively involved in professional learning programs throughout 2018.

The programs undertaken were:

\* Staff development days were spent on mandatory training (CPR update, Code of Conduct, Keeping them Safe update, Health and safety updates, emergency and anaphylaxis training).

\* Staff development of technology skills embedded into teaching practice.

\*Staff development on explicit teaching in our Focus Area Project for Reading, Writing and language domains.

\*L3 training – "Language, Learning and Literacy"., ongoing training for Early Stage 1 and stage 1 teachers.

\*Various online training, Adobe and Webinar updates for syllabus implementation and Downs Syndrome module course

\*SEG School Planning process, Collegiate meetings and PPA conference

\*Early Action for Success updates and review of practice led by the Instructional Leader

\*Trauma Informed Practice workshops and Mindfulness sessions.

## 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>	221,077
<b>Revenue</b>	1,153,185
Appropriation	1,119,065
Sale of Goods and Services	567
Grants and Contributions	32,172
Gain and Loss	0
Other Revenue	0
Investment Income	1,381
<b>Expenses</b>	-1,119,806
Recurrent Expenses	-1,119,806
Employee Related	-1,045,141
Operating Expenses	-74,665
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	33,379
<b>Balance Carried Forward</b>	254,457

The Principal and the School Administrative Officer work alongside one another to budget and allocate expenditure for staffing and Expenditure costs.

A budget is created to ensure the cost of programs are met and that the funds received for 2018 are appropriately allocated for the needs of the school.

### 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>	748,915
Base Per Capita	18,757
Base Location	2,092
Other Base	728,067
<b>Equity Total</b>	165,565
Equity Aboriginal	18,271
Equity Socio economic	101,486
Equity Language	0
Equity Disability	45,808
<b>Targeted Total</b>	119,543
<b>Other Total</b>	81,532
<b>Grand Total</b>	1,115,555

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 3 Naplan results:

The percentage of Year 3 students above national minimum standard for reading is 100%, with 34% being in the top 2 bands. The percentage of Year 3 students above national minimum standard for writing is 71% with 28% being in the top two bands.

#### Year 5 Naplan results:

The percentage of Year 5 students above national minimum standard for reading is 73%, with 27% being in the top 2 bands. The percentage of Year 5 students above national minimum standard for writing is 82%.

#### Year 3 Naplan results:

The percentage of Year 3 students above national minimum standard for numeracy is 57%, with 29% being in the top 2 bands.

#### Year 5 Naplan results:

The percentage of Year 5 students above national minimum standard for numeracy is 70%, with 10% being in the top 2 bands.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The average percentage for Reading and Numeracy results in the top 2 bands for 2018 was 23.5% Years 3 and 5.

## Parent/caregiver, student, teacher satisfaction

**The Partners in Learning Parent Survey** is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

\* Parents feel welcome – Score of 8.4 \* Parents are informed – Score of 8.1 \* Parents support learning at home – Score of 8.6 \* School supports learning – Score of 8.2 \* School supports positive behaviour – Score of 9.0 \* Safety at school – Score of 8.6 \* Inclusion school – Score of 8.4

**The School Outcomes and School Climate Survey** is based on data from 33 students about Social –Emotional Outcomes.

Students participate in sports – 82% \* Students with positive behaviour at school – 79% \* Students with positive relationships – 85% \* Students value schooling outcomes – 97% \* Students with positive homework

behaviours – 30% \*Students with positive behaviour at school – 85% \* Students who are interested and motivated – 76% \* Effort – 94%

**The Focus on Learning Teacher Survey** is based on a comprehensive questionnaire covering the Eight Drivers of Student Learning. The survey is scored on a ten–point scale.

\*Leadership – 8.6 \* Collaboration –8.8 \* Learning Culture – 7.9 \* Data Informs Practice – 7.1 \* Teaching Strategies – 7.7 \* Technology – 6.7 \* Inclusiveness – 8.6 \* Parent Involvement –7.1

## Policy requirements

### Aboriginal education

Thirteen Indigenous students were enrolled in the school in 2018, all having individual Personal Learning Plans. Western Gateway Education schools participate in regular meetings with the Aboriginal Education Community Group where strong community links are being developed through networking, regular communication and organisation of group events. Our Aboriginal students participated in the local NAIDOC celebration.



### Multicultural and anti-racism education

Multicultural education is addressed as perspectives throughout the curriculum as strands of significant events and people, cultural diversity, rights and roles and responsibilities.

Zig Zag Public School has three students with a LBOTE background. The growing cultural diversity and the cultures within the school community are greatly valued.