

## Walbundrie Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

Walbundrie Public School strives to provide a student centred learning environment, where the individual student 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## 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.

#### Improvement Measures

All students have set, monitored and achieved their identified learning goals.

Most students have achieved their expected growth in reading text and comprehension.

Most students have achieved their expected growth in numeracy.

#### Progress towards achieving improvement measures

##### Process 1: Learning Culture

Deliver quality student centred and self-regulated learning experiences, building the capacity of students to set and achieve challenging learning goals.

Evaluation	Funds Expended (Resources)
<p>Teachers have begun to use a guided inquiry approach to teaching and learning which has resulted in higher student engagement. Virtual reality was integrated into the Geography unit to open all students up to the world through Google Expeditions. By staff attending professional learning around conceptual programming and the inquiry model, teachers used the ideas for term 3 in their science units. The students were exposed to authentic learning experiences where they hatched chickens in an incubator and grew vegetables in our garden. Therefore, this has had a positive effect on student learning and engagement.</p> <p>Teachers and students are using the language of the growth mindset and using reflection time in their learning. Writing goals have been implemented in the school to focus on student's skills. Students have their goals in their books and refer back to whether they have achieved their goals or are still working towards them. Teachers have also begun using learning intentions and success criteria within the classroom to make the learning visible. This is also a way in which students can self assess to make sure they are on track with the learning expectations.</p> <p>Parents, Grandparents and relatives attended an Open Day at the school, students had to select some learning that they were proud of, something that they can improve on and something that they can practice. They were excited and proud to share their learning with members of their family. As a result, students have become more aware of what they are learning about and are able to share examples of quality learning.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$1752.00)</li></ul>

##### Process 2: Curriculum & Assessment

Implement differentiated teaching and learning programs based on formative assessment and collaborative data, ensuring all students are challenged and supported.

Evaluation	Funds Expended (Resources)
<p>This year the focus for Walbundrie Public School was to develop consistent programming to suit our small school context. Working collaboratively with</p>	<p>Beginning Teachers funding used to release teachers to program</p>

## Progress towards achieving improvement measures

outside support, we developed a template which included student groups, based on the Literacy and Numeracy Progressions.

A new yearly integrated scope and sequence was developed within the school and is now bringing a closer alignment to units to make learning more authentic. This scope and sequence forms the basis of teacher direction for the year and the teachers understand where they are heading next. Time was allocated for collaborative programming to assist teachers to understand the direction and to share ideas for the next term. This has created better teaching and learning programs that are focused on the guided inquiry method, resulting in greater students understanding and building the critical and creative thinking.

appropriately and collaborate with programming.

### **Funding Sources:**

- Casual relief (\$4000.00)

## 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.

#### Improvement Measures

- Teachers have embedded evidence-based pedagogy in learning and teaching programs.
- Teachers actively engage in collaborative and reflective practices to improve teacher capacity.
- Teachers collect and analyse data to inform teaching practice.

#### Progress towards achieving improvement measures

##### Process 1: Learning and Development

Provide opportunities for teacher collaboration and professional learning within our Walbundrie Small Schools Network. Strengthen teacher capacity to implement evidence-based teaching practices.

Evaluation	Funds Expended (Resources)
<p>This year teachers have continued to build a strong network between the 5 local small schools. Teachers have met for professional learning around Formative Assessment and strategies that teachers can use to ascertain student knowledge. Teachers have been actively engaged in the Walbundrie Teacher Learning Community (WTLC). This year the focus has been around the construction of learning intentions and success criteria to make learning more visible for students and to refine teacher practice. Teachers reviewed their understanding of what learning intentions are and how they can be practically implemented in the classroom. They then started to bring them into their programs to guide their lessons better and to ask themselves "What do I want the students to learn?". Teachers have also started to display the learning intentions for the lesson.</p> <p>Teachers are using formative assessment strategies to ascertain students knowledge of a topic so that the learning is relevant and at their level. Groups are adjusted based on this, so that each student is learning at their appropriate level. Teachers have expanded their knowledge and understanding about formative assessment and have implemented the strategies in the classroom context and in their programming.</p> <p>Teacher have also been allocated time and resources to attend many professional learning opportunities this year. Teachers have successfully attended the additive strategies training for numeracy and have build a stronger knowledge of teaching mathematics. Teachers have also attended many literacy professional learning days to widen their experiences and knowledge. This has given the teaches new ideas and practical ways to run a classroom successfully. Teacher were also able to attend some beginning teacher training through the Beginning Teacher Network.</p> <p>The training days and professional learning have expanded teacher knowledge and understanding of teaching specific subjects as well as behaviour management and other classroom practicalities.</p>	<p>Beginning teacher funding utilised for additional release to professional learning, to attend meetings and observations. School funds utilised for professional learning</p> <p>\$ 29 173</p>

##### Process 2: Data Skills and use

Provide professional learning and opportunities to build the capacity of staff in the use, analysis and interpretation of systematic and reliable data.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The collection of relevant and reliable data has been a major focus for the school as part of the School Plan. In the past, the data has been collected and nothing was done with it. However, this year data has been regularly collected with an updated School Assessment Schedule. Teachers followed the schedule to collect data and extra time was made available to teachers to collectively analyse the data and collaborate about what to do next with student learning. Formative and summative assessment were better aligned, to gather triangulated data. This has made teaching students at their current level of need more engaging. By using professional dialogue, teachers have more awareness about each student and regularly discuss how to teach to their ability.</p> <p>Teachers are beginning to utilise the Literacy and Numeracy Progressions and use these to guide future learning. Teachers attended professional learning about the Literacy and Numeracy Learning Progressions and the PLAN2 software. Throughout this year, we started to work in a new network for Supplementary Schools to work with the Literacy and Numeracy Progressions. We worked collaboratively with 3 other schools and the Literacy and Numeracy Adviser. The Principal attended meetings in regards to the Progressions updates and ways that we can make the most of this resource. Teachers took a day release to update the Literacy and Numeracy progressions as well as update programs to reflect our direction. Teachers are regularly assessing students against the progressions and for focus points for teaching. This has helped the beginning teachers to identify teaching points, whilst still teaching the NSW syllabus.</p>	<p>School funds for additional teacher release \$1 500</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	0.100 Staffing entitlement \$10672  \$947 Flexible funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$10 672.00)</li> </ul>	This allocation was utilised for a second classroom teacher. This allowed the school to split the students into two groups, one infants and one primary classroom. This was created to give more targeted programs to students and ease the stress of teachers in trying to meet the needs of all students in a mutli-stage classroom. The students received more targeted teaching and have made great improvements.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$3 201.00)</li> </ul>	This allocation was utilised to improve teacher quality and provided additional release from face to face to attend our small schools teacher learning community (WTLC). The focus of these meetings was around formative assessment and how to use it effectively in the classroom. This assisted teaches to understand formative assessment strategies and how to better meet the needs of students in their classroom.
<b>Socio-economic background</b>	0.100 Staffing Allocation  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$10 672.00)</li> </ul>	This allocation was utilised for a second classroom teacher. This allowed the school to split the students into two groups, one infants and one primary classroom. This was created to give more targeted programs to students and ease the stress of teachers in trying to meet the needs of all students in a mutli-stage classroom. The students received more targeted teaching and have made great improvements.
<b>Support for beginning teachers</b>	\$19 782	This years Walbundrie Public school received funding for Beginning Teachers. This funding was used to provide extra release from face to face to complete programming, individual learning plans and for the collection of evidence for accreditation. It was also used to provide additional release for teacher to attend professional learning and classroom observations. This funding allocation was utilised well and this resulted in high teacher satisfaction, lower stress levels, improved programming and improved teacher standards.

## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	10	9	11	14
Girls	7	7	7	8

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	87.1	97.3	97.2
1	93.5	94.6	96.8	93.8
2	96.4	95.7	96	94.8
3	100	91.4	99.5	95.7
4	93.5	97.8	98.8	97.9
5	93	98.9	98.6	95.1
6	96.8	95.7	100	100
All Years	96	94.2	97.5	96
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	76,306
<b>Revenue</b>	467,059
Appropriation	455,223
Sale of Goods and Services	1,545
Grants and contributions	9,695
Investment income	595
<b>Expenses</b>	-447,020
Employee related	-377,589
Operating expenses	-69,430
<b>Surplus / deficit for the year</b>	20,040

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	26,397
<b>Equity Total</b>	23,510
Equity - Aboriginal	0
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	12,838
<b>Base Total</b>	352,007
Base - Per Capita	4,223
Base - Location	18,054
Base - Other	329,729
<b>Other Total</b>	29,311
<b>Grand Total</b>	431,225

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

The students participated in the Tell them from Me Survey, where they indicated that 100% of students:

- Students with a positive sense of belonging
- Students with positive relationships
- Students that value schooling outcomes
- Students who are interested and motivated
- Effort

Students were also above the replica school averages, specifically in

- Positive teacher–student relations
- Positive learning climate
- Expectations for success

These results would indicate that Walbundrie Public School has a positive learning culture, focused on learning.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.