

# Wamoon Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

2019 was an excellent year for our school.

Our school prides itself on getting to know each individual child and how they learn. We personalise our approach towards each child making sure we acknowledge their strengths and interests. Staff accept that each child learns differently and will embark on special learning journey throughout their time at school. We have high expectations for all students inline with Department of Education standards.

Mr Matthew Collins



## 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

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 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against 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/school-excellence>

### Self-assessment using the School Excellence Framework

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



## 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.

### Improvement Measures

An increase of students at or beyond their learning expectations measured through the National Literacy and Numeracy Learning Progressions

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.

### Progress towards achieving improvement measures

#### Process 1: Learning Experiences

\* Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals

Evaluation	Funds Expended (Resources)
This year staff have had the opportunity to broaden their knowledge of quality Literacy and Numeracy pedagogy which we believe is essential in our own understanding of how students learn. We have used this knowledge to trial and reflect on new strategies to engage students in the classroom based on current research. The 'Big Ideas in Numeracy' PL in particular resulted in increased data collection by staff with the vision of using this data to drive teaching and learning programs. Moving forward, a strong focus on student advocacy in the setting of learning intentions will be a focus.	

#### Process 2: Professional Learning

\* Engage in researched based professional learning that develops a deep knowledge and understanding of how students learn in Literacy and Numeracy

Evaluation	Funds Expended (Resources)
We have achieved a change in Learning & Support processes this year which has been pleasing. Staff understand the need ILP's for under performing students to be used as mechanism to set and track learning targets. Collaboration with the Principal, IL and SLSO staff has occurred. Moving forward, ILP's will be implemented for all students K-6.	

#### Process 3: Research Based Pedagogy

\* To develop staff knowledge and implement research based programs to enhance student skills in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Jolly Phonics was implemented in the K/1 classroom with strong guidance from the IL. The sequence of Jolly Phonics was embraced by the K/1 teacher with data being captured along the way. Staff knowledge and experiences still require support.	

### Next Steps

1. Staff implementing changes in curriculum and assessment based on new learning in Literacy and Numeracy
2. Individual Learning Plans created and reviewed for each student K–6
3. Access professional learning in the areas of phonics and phonological knowledge to support K–2 Reading.



## 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.

#### Improvement Measures

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

Increased knowledge and use of formative and summative assessment data by teachers to inform and plan for differentiated learning and future teaching directions

#### Progress towards achieving improvement measures

##### Process 1: Data Analysis

\* Develop staff skills in the collection and use of data, mapping against the National Literacy and Numeracy progressions to add value.

Evaluation	Funds Expended (Resources)
Staff become increasingly aware and familiar of the obligation to collect and analyse PLAN 2 data. Time was created for staff to work 1:1 with the Instructional Leader to analyse work samples and become familiar with the PLAN 2 suite. We didn't get the opportunity to complete the important work of creating local exemplars which will be a focus moving forward in 2020.	

##### Process 2: Professional Development

\* Engage in professional training that develops a deep knowledge and understanding in the use of all forms of data that determines teaching directions monitoring and assessing student progress and achievement and reflecting on teaching practices

Evaluation	Funds Expended (Resources)
Not explicitly addressed.	

##### Process 3: Performance & Development Plan

• Staff engage meaningfully in the creation and monitoring of PDP's to contribute to school improvement.

Evaluation	Funds Expended (Resources)
Staff have increased their awareness of the importance of creating a PDP which accurately reflects where they are at in their career (linked to National Teaching Standards and the Strategic Directions of the school) and how this process assist to improve their own practice through reflection. Stigma around classroom visits has reduced with the process being collegial and supportive rather than a checklist.	

#### Next Steps

1. Invest time creating local exemplars for K–2 and 3–6 Writing based on the Creating Texts Literacy Progressions.
2. Staff to develop and share common PDP goals aligned to school priorities.



## 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.

#### Improvement Measures

Improvement in school attendance data, particularly for at risk students from 2017 baseline data.

Increase of student, parent/caregiver and staff satisfaction in regards to student well-being compared to 2017 baseline data.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

\* To implement Positive Behaviour for Learning across the school in order to establish positive social expectations for all in the school community. This program will provide a framework for the school and its community to collectively support the well-being of every student

Evaluation	Funds Expended (Resources)
Our students have responded extremely well to the new awards system introduced in our school. Our community has appreciated increased opportunities to celebrate the achievements of their students. All our students reached the WPS Honour Roll which indicates this has been a successful initiative in our school. By analysing negative behaviour we have been able to cater for individual students who have difficulty on the playground which has lead to less incidences. Unfortunately we were unable to unpack the Bounce Back program however have plans to complete this moving forward in 2020.	

##### Process 2: Well-being Framework

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling and where staff use their knowledge of the Wellbeing framework to evaluate current practices using the Well-being self-assessment tool.

Evaluation	Funds Expended (Resources)
This year we undertook TTFM surveys (both student and parent) for the first time in the schools history. On reflection, staff could have been more involved in the process (who, what, where, when, why) to increase their investment. Moving forward, this will happen. We had an excellent response from our community however need to analyse responses more. Whilst pleased with our scores we still had several free response answers which were surprising. We did not get an opportunity to complete the Well Being assessment framework. PL is required by Principal around this process before completion.	

#### Next Steps

1. Employ a school chaplain to support student welfare



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	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 1–4)
<b>Low level adjustment for disability</b>	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. In 2019, a portion of was used to access additional PL for staff to work alongside the Principal and Instructional leader to develop and monitor programs targeted at students performing below grade expectations.
<b>Quality Teaching, Successful Students (QTSS)</b>	Additional casual staff	The creation of additional Principal/Teacher Conference time ensured that lesson observations were negotiated and reflected upon. Staff have also been released to develop assessment material and analyse results with the support of the Instructional Leader.
<b>Socio–economic background</b>		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  Funds are also used to subsidise school excursion and other educational opportunities for students.
<b>Support for beginning teachers</b>		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			
	2016	2017	2018	2019
Boys	14	14	16	20
Girls	17	17	14	15

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.9	86.8	91.8	84.4
1	86.6	94.3	77.7	88.7
2	98.5	86.6	89.7	86.7
3	98.6	91.8	95.6	91.7
4	97.8	97.3	95.1	91.1
5	93.8	92.8	98.6	82.6
6	96.2	96.4	87.4	96.1
All Years	94	91.1	90.8	89.3
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)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

\*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 Actual (\$)
<b>Opening Balance</b>	147,245
<b>Revenue</b>	781,160
Appropriation	767,243
Sale of Goods and Services	191
Grants and contributions	13,256
Investment income	470
<b>Expenses</b>	-832,924
Employee related	-715,705
Operating expenses	-117,219
<b>Surplus / deficit for the year</b>	-51,764

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>	0
<b>Equity Total</b>	115,731
Equity - Aboriginal	20,426
Equity - Socio-economic	81,428
Equity - Language	0
Equity - Disability	13,877
<b>Base Total</b>	485,612
Base - Per Capita	7,039
Base - Location	9,172
Base - Other	469,401
<b>Other Total</b>	150,780
<b>Grand Total</b>	752,124

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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

At Wamoon Public School we value the feedback provided by all stakeholders. In 2019, we had the opportunity receive feedback the TTFM Snapshot 2 Parent Surveys.

Key findings;

- I feel welcome when I enter the school (9.3/10)
- I can speak easily with my child's teachers (9.2/10)
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately (9.0/10)
- 72% of parents indicated they have talked with their child's more than three times about their child's learning and behaviour.
- An overall score of 9.0 in the area of Positive Behaviour for Learning

Areas to investigate;

1. A low score (5.7/10) for parents who speak to their children about the importance of schoolwork
2. A lower score than we would have liked (7.9) for teachers expect my children to work hard at school.

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 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.