

Wee Waa Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Wee Waa 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

Wee Waa Public School

Cowper St

Wee Waa, 2388

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

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

6795 4284

School background

School vision statement

At Wee Waa Public, children are offered an excellent all round education.

We believe as educators that learning should be challenging, exciting, surprising and fun. Our school should be a place where all children are expected to succeed with their learning. We believe our school should be a place where children wonder, puzzle, imagine, question and think, either alone or with others.

We believe our school should respect the past, value the present and aim for the future. It should be a place where everyone is courteous, respectful and safe where everyone, staff and students are happy to be at school.

As a result Wee Waa Public should be a place where all children regardless of race, socio economic circumstance or natural ability can say "I'm proud of who I am and of my school, that I do my best to be honest and responsible, to be a good friend, to learn and to enjoy my time at school".

School context

Wee Waa Public School is situated in the north west of New South Wales, and is part of the Namoi Principals Network. It serves the community of Wee Waa and the surrounding rural district.

Cotton and cereal crops are the district's staple industries. The ongoing drought impacts the school's numbers significantly fluctuating between 115 students and up to 140 students when there is employment available.

In 2019 a new substantive principal was appointed after the retirement of the previous long-term principal. The school operated eight staged classes across the school. The teachers were supported by an Aboriginal Education Officer and nine School Learning Support Officers. At the conclusion of 2019 the acting Assistant Principal was successful at Merit Selection for the Principal's position at Afterlee Public School and a member of our permanent staff took up the opportunity to work at Wee Waa High School as a Physical Education/maths teacher for the 2020 school year. A new substantive Assistant Principal was appointed through Merit Selection to begin in 2020.

The school has an Instructional Leader three days per week and two support teachers to assist the students with their learning.

In 2019 more than 50% of students identified as Aboriginal.

The school is known for its successes in the area of sport. It is also supported by a very dedicated and hard-working P&C who have purchased new furniture for the school, new play equipment and running canteens at the various carnivals and school activities such as NAIDOC day.

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

Strategic Direction 1

Students and Their Learning

Purpose

To promote a culture of excellence within the school by providing student centred learning opportunities built upon quality teaching practices which are driven by evidence and data about student learning. Practices which acknowledge prior learning and which encourage students to become independent, engaged, innovative and resilient learners.

Improvement Measures

Scout Data to reflect above state average growth for K–2 and 3–6 students.

Plan 2 data to indicate that each year 85% of students in each cohort are achieving the benchmark for their year.

Consistent language of learning is implemented in class observations.

Progress towards achieving improvement measures

Process 1: Early Action for Success

Ongoing professional training in and implementation of L3 pedagogy across K–2 with a focus on literacy and numeracy. Development of data collection skills to identify and drive student outcomes.

Evaluation	Funds Expended (Resources)
EaFS has provided opportunities for our teachers to collaborate, grow and learn together in a non-threatening learning environment. Participating in frequent formal and informal conversations about pedagogy and teaching practice results in a cohesive team of professionals who feel valued and supported, working together, focused on learning.	\$97,953

Process 2: Curriculum

A whole school focus on developing student writing and spelling skills will be supported by implementation of the 7 Steps to Successful Writing program. Focus will then widen to incorporate reading and numeracy.

Evaluation	Funds Expended (Resources)
Student work samples, teacher observation of student response and engagement with Sound Waves and Smart Spelling was analysed. Smart Spelling demonstrated better student engagement and offered more differentiation opportunities for our student context and needs. Decision made to adopt and schedule implementation of Smart Spelling program K–6 in 2020.	

Strategic Direction 2

Staff, What and How We Teach

Purpose

All staff within our school must provide a flexible curriculum, have the capacity to implement the National Standards and NSW syllabi and be continually refining the art of teaching through engagement in professional studies to meet the technological demands required for life in the 21st century.

Improvement Measures

Professional dialogue that occurs during formal and informal meetings to indicate that a culture of high expectations exist across the school.

The School Excellence Framework validates that the school is growing and sustaining in a culture of high expectations, professional learning and assessment

All professional learning opportunities are differentiated, mapped to the Australian Professional Standards and recorded on individual Professional Development Plans and in MyPL.

Progress towards achieving improvement measures

Process 1: Professional Learning

Implementation of an authentic and consistent PDP process, supported by documentation.

Evaluation	Funds Expended (Resources)
Areas for future professional learning and development were identified relevant to individual and whole school needs.	

Strategic Direction 3

Build School Culture and Connections

Purpose

Looking to the past, living in the present with an eye to the future must be reflective of a constant search for quality engagement with our community. The creation of positive, trusting and respectful school community partnerships are the key to developing this relationship and bond between school and community.

Improvement Measures

Attendance rates above 91%

Wee Waa Public School is responsive to the needs of our community through effective engagement and partnerships. This will be evident in Tell Them from Me Surveys, School Satisfaction Surveys, and parent attendance and participation at school/community events.

Increased participation in school events by Indigenous families

Progress towards achieving improvement measures

Process 1: Cultural Connections

The school will continue to engage with the AECG to build cultural connections and Aboriginal perspectives across KLAs.

- Aboriginal perspectives will be clearly identified and embedded in all school practices and programs
- Address proactively the Attendance gap between Indigenous students and other students.

Evaluation	Funds Expended (Resources)
Staff and students developed an understanding of and strengthened their cultural and community connectedness through a range of initiatives including a school based Gamilaroi Language program and participation in local cultural activities at the property Tulladunna supported by the AECG.	

Process 2: Community Connections

The school will continue to seek P&C support

- Continued high involvement in the school
- Running and maintaining the school canteen
- Promotion of the school in the community

Evaluation	Funds Expended (Resources)
The P&C continued to provide a high level of support to the school, running the canteen 5 days a week and a building a new sandpit in the infants playground as well as assisting in the purchase of new resources for the school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$188,257	Students and staff cultural awareness and connectedness was developed and strengthened through participation in a diverse range of activities including sporting, language, culture and learning.
Low level adjustment for disability	\$92,677	<p>Students were provided with additional one on one SLSO or teacher assistance to build student learning and well being.</p> <p>Allowed expansion of support programs including Mini-Lit, Multi-Lit and guided reading to more students to assist in meeting students' educational needs.</p>
Quality Teaching, Successful Students (QTSS)	\$24, 118	Delivery of specialised support programs including Mini-Lit, Multi-Lit, Literacy and Numeracy support groups and reading groups to meet individualised student learning needs.
Socio-economic background	\$286,435	The socioeconomic background funding allowed Wee Waa Public School to provide additional support for the social, emotional and educational needs of students. This included additional staffing support, provision of meals and uniforms to students, subsidised excursion and incursion costs. All students were able to participate in a student well being day at no cost. This funding allows us to support students who may need extra assistance and provide an equitable education and support for all students.
Support for beginning teachers	\$18,399	Beginning teachers were supported through additional release from face to face teaching and provided with a mentor to assist with development of the professional practices and the opportunity to receive feedback and work with structured support and collaboration. Professional learning opportunities were also undertaken by beginning teachers focusing on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	61	69	75	69
Girls	66	68	66	65

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.4	89.9	87.2	87.2
1	89.8	93.6	83.8	90.3
2	88.5	94.4	92.4	86.3
3	90.2	91.5	90	91.3
4	90.3	92.5	90.6	83.5
5	91.7	92.2	91.1	88.9
6	88.3	87.6	87.8	88
All Years	89.9	91.6	88.7	88
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
Assistant Principal(s)	1
Classroom Teacher(s)	5.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.91

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	-31,518
Revenue	2,353,613
Appropriation	2,295,638
Sale of Goods and Services	-795
Grants and contributions	58,447
Investment income	323
Expenses	-2,222,005
Employee related	-1,976,206
Operating expenses	-245,798
Surplus / deficit for the year	131,608

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 Approved SBA (\$)
Targeted Total	156,017
Equity Total	567,369
Equity - Aboriginal	188,257
Equity - Socio-economic	286,435
Equity - Language	0
Equity - Disability	92,677
Base Total	1,253,545
Base - Per Capita	33,084
Base - Location	32,390
Base - Other	1,188,071
Other Total	248,305
Grand Total	2,225,237

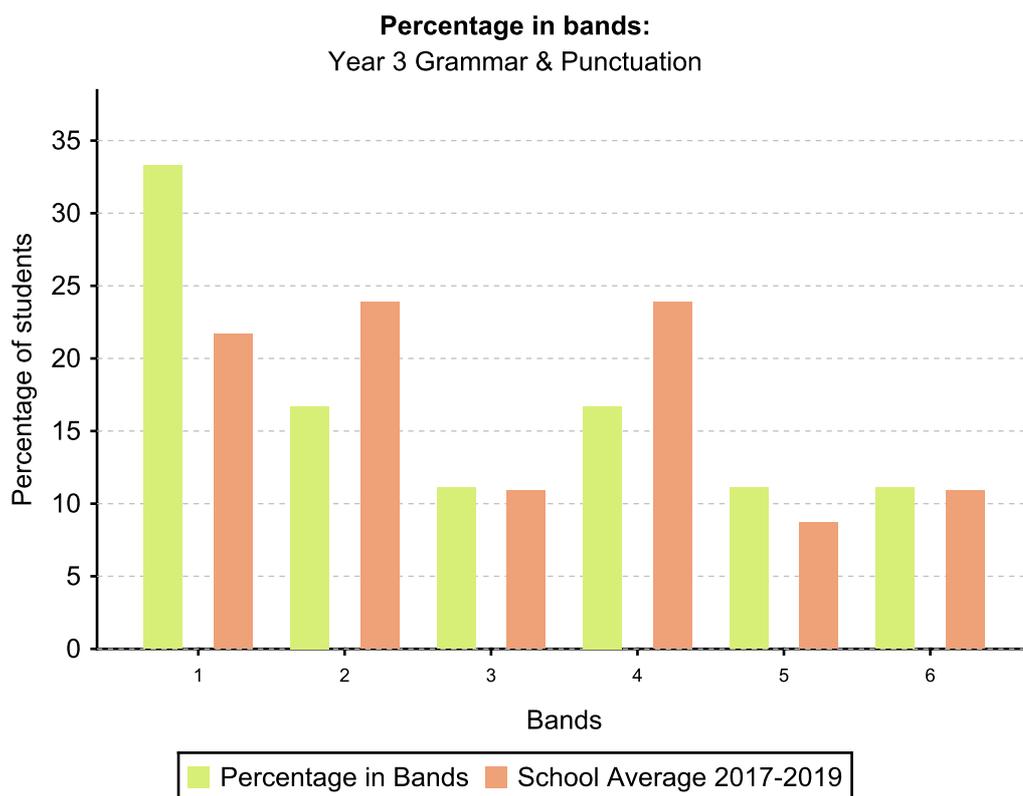
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

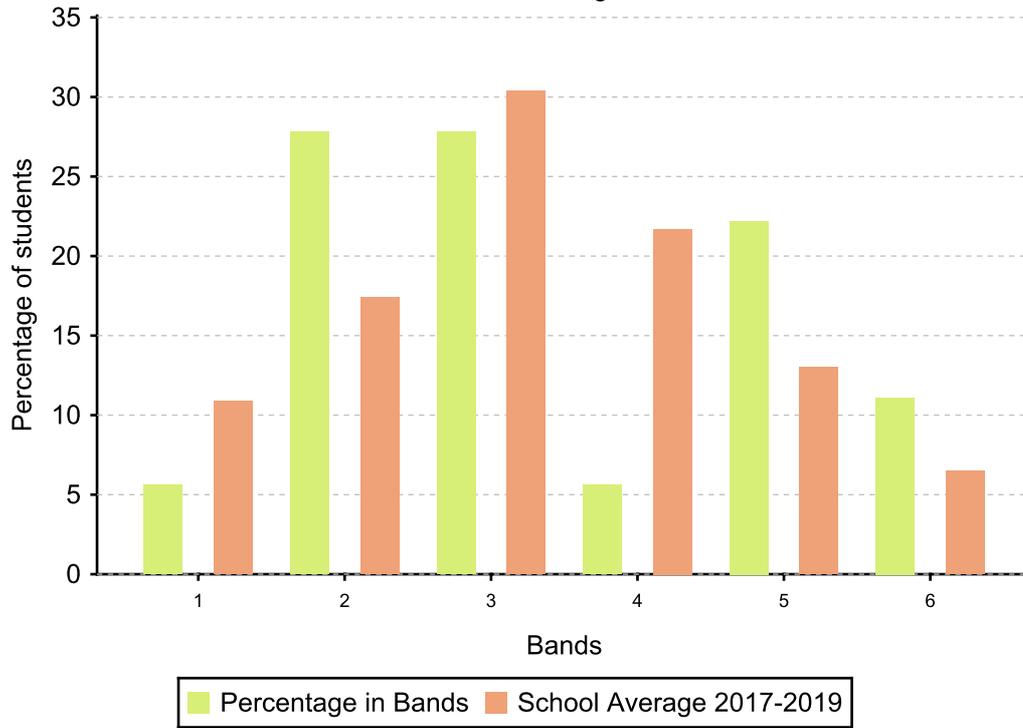
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



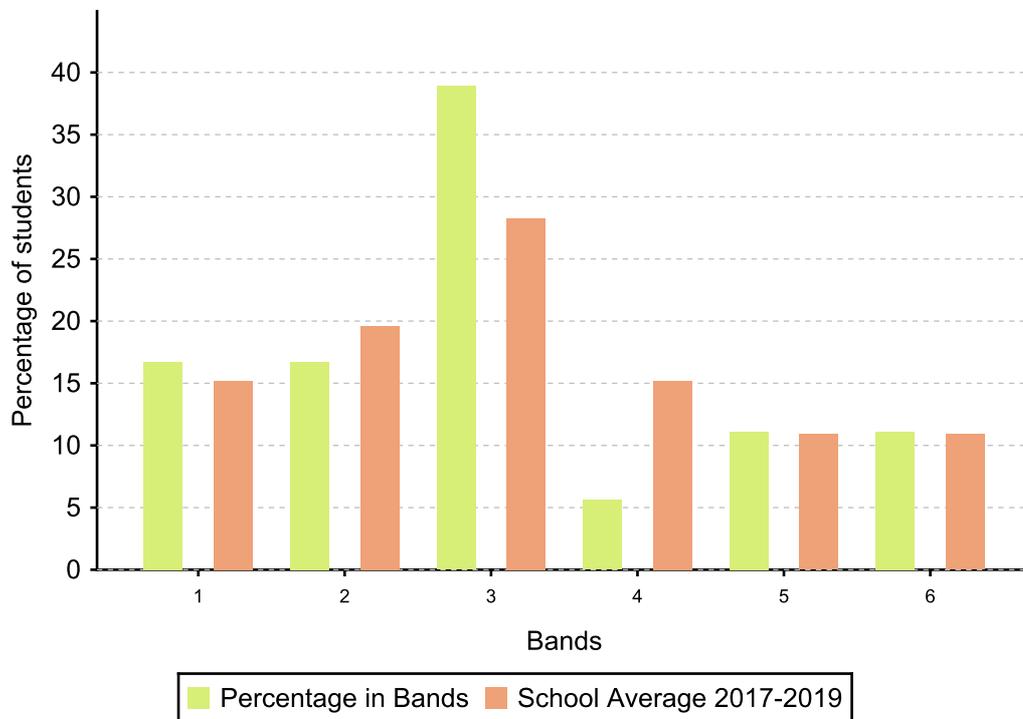
Band	1	2	3	4	5	6
Percentage of students	33.3	16.7	11.1	16.7	11.1	11.1
School avg 2017-2019	21.7	23.9	10.9	23.9	8.7	10.9

**Percentage in bands:
Year 3 Reading**



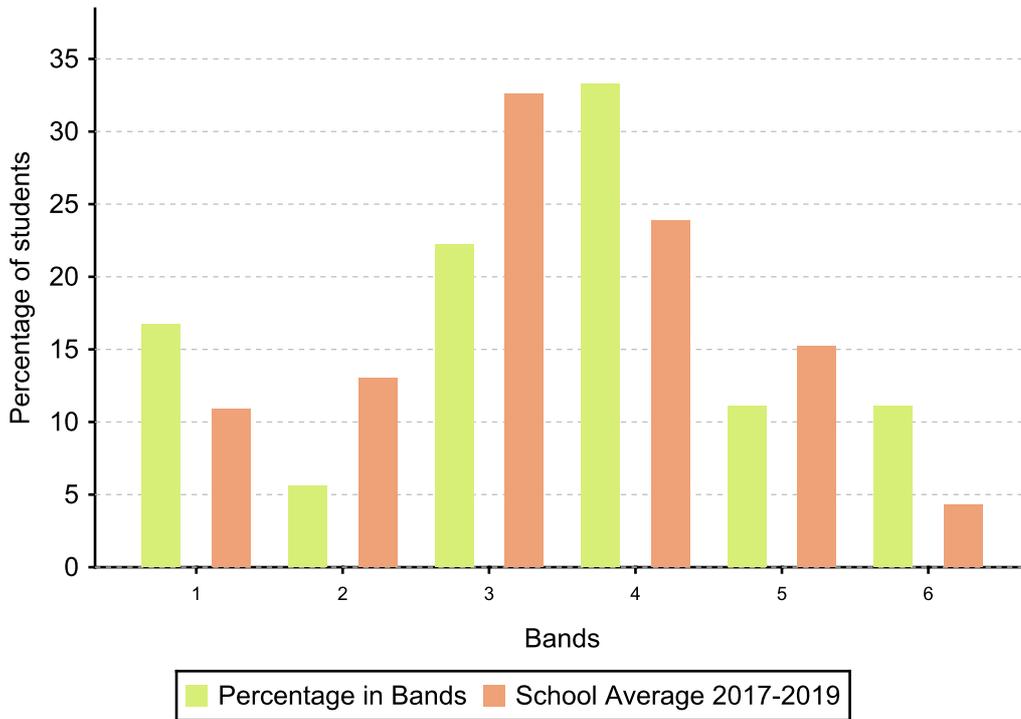
Band	1	2	3	4	5	6
Percentage of students	5.6	27.8	27.8	5.6	22.2	11.1
School avg 2017-2019	10.9	17.4	30.4	21.7	13	6.5

**Percentage in bands:
Year 3 Spelling**



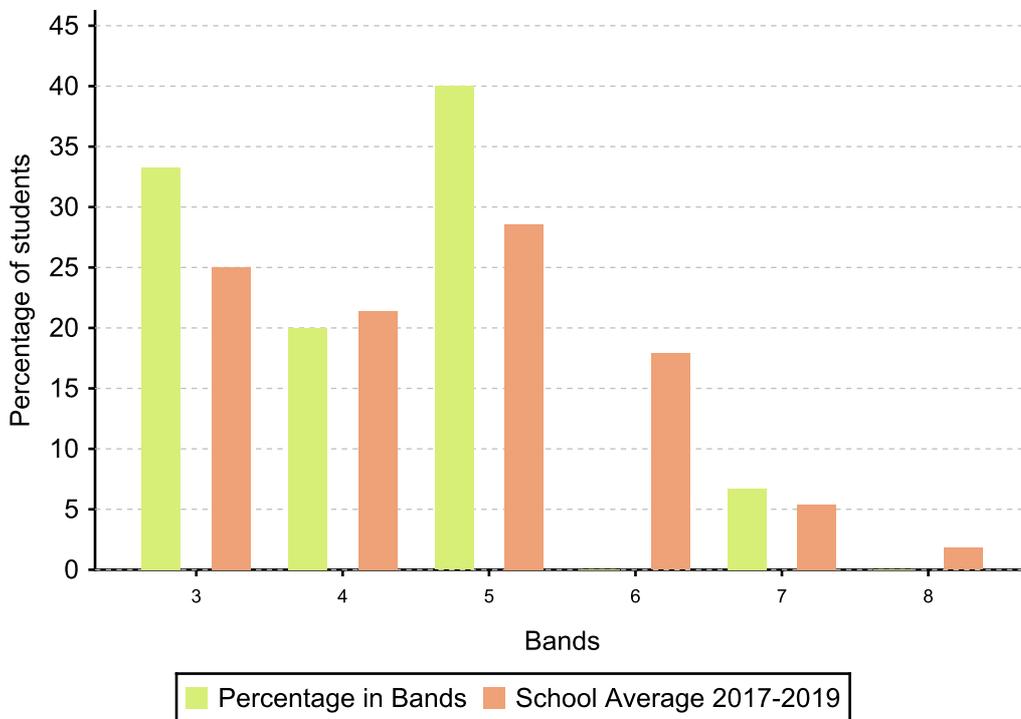
Band	1	2	3	4	5	6
Percentage of students	16.7	16.7	38.9	5.6	11.1	11.1
School avg 2017-2019	15.2	19.6	28.3	15.2	10.9	10.9

Percentage in bands:
Year 3 Writing



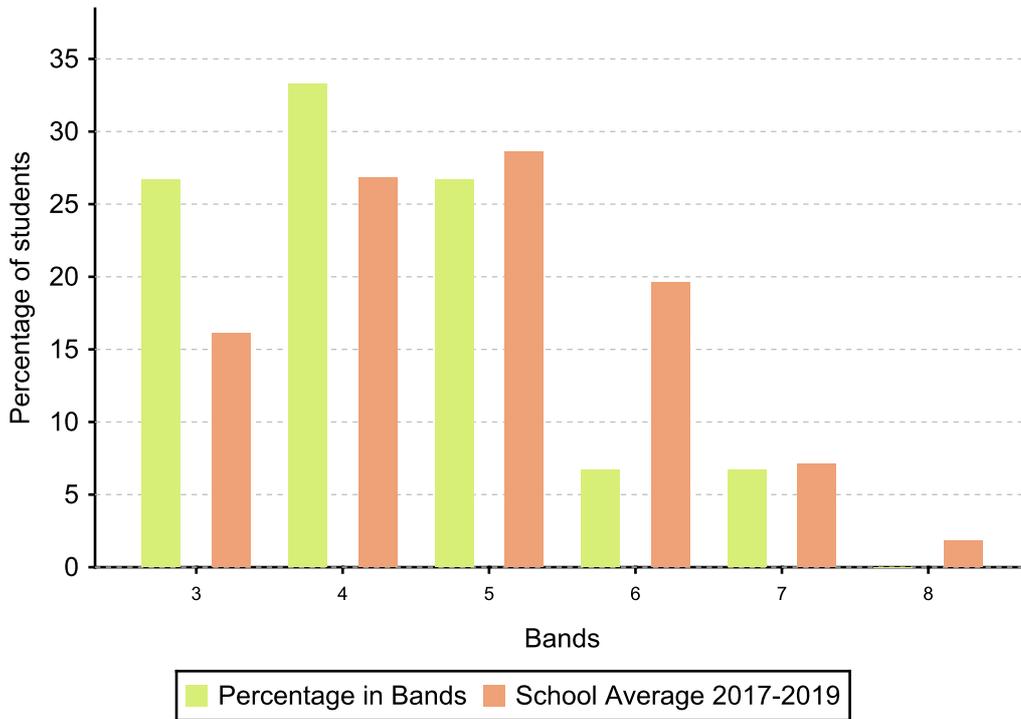
Band	1	2	3	4	5	6
Percentage of students	16.7	5.6	22.2	33.3	11.1	11.1
School avg 2017-2019	10.9	13	32.6	23.9	15.2	4.3

Percentage in bands:
Year 5 Grammar & Punctuation



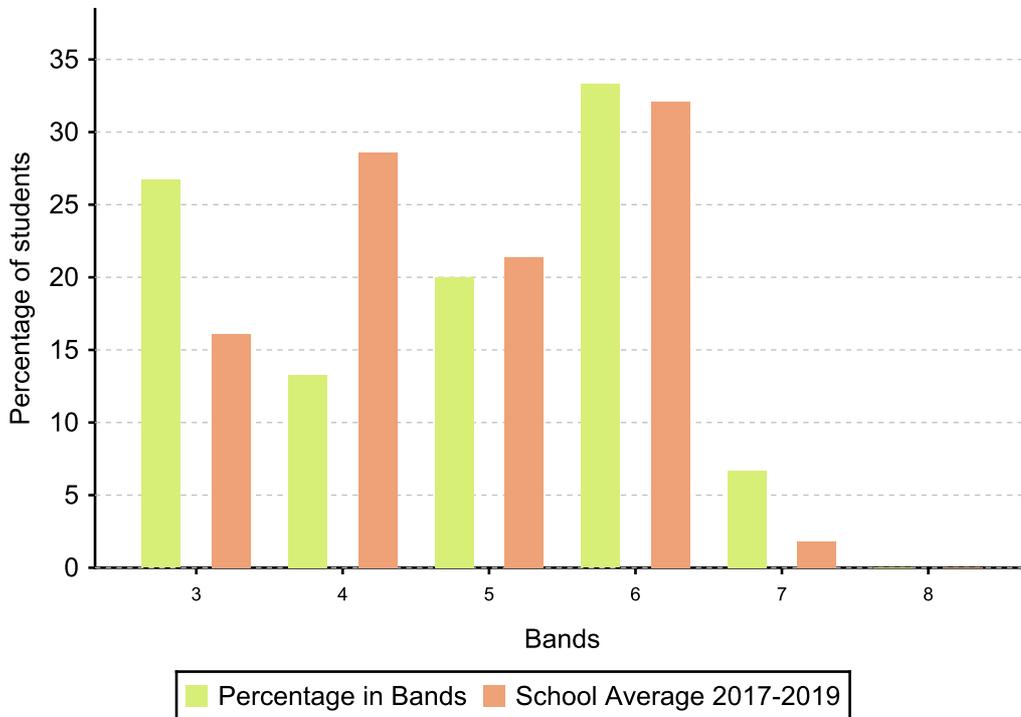
Band	3	4	5	6	7	8
Percentage of students	33.3	20.0	40.0	0.0	6.7	0.0
School avg 2017-2019	25	21.4	28.6	17.9	5.4	1.8

**Percentage in bands:
Year 5 Reading**



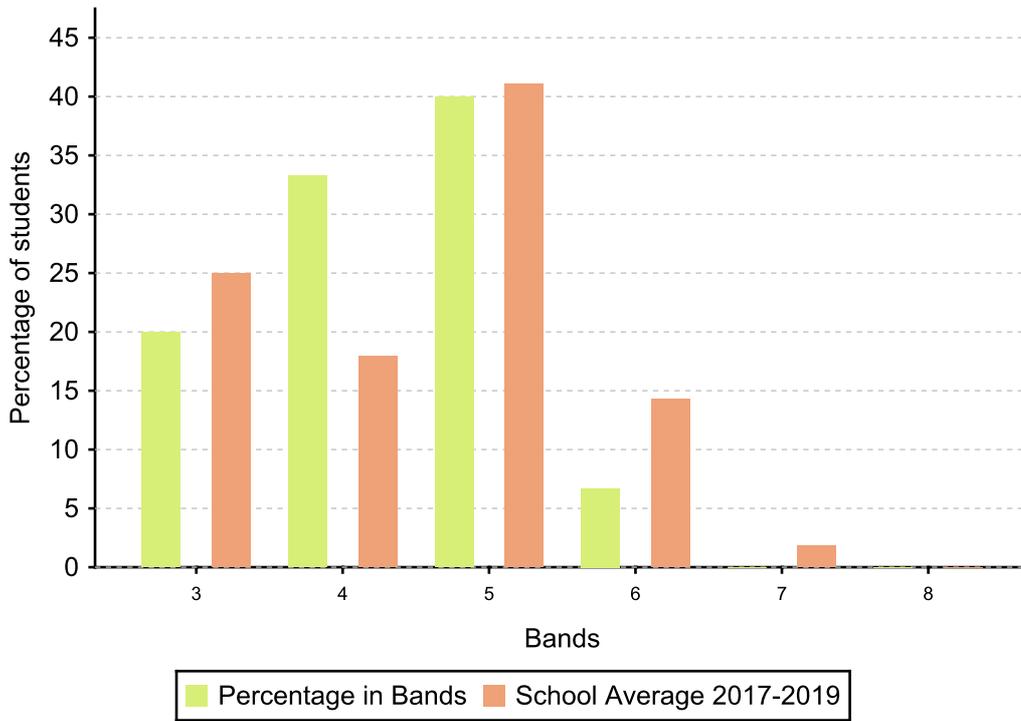
Band	3	4	5	6	7	8
Percentage of students	26.7	33.3	26.7	6.7	6.7	0.0
School avg 2017-2019	16.1	26.8	28.6	19.6	7.1	1.8

**Percentage in bands:
Year 5 Spelling**



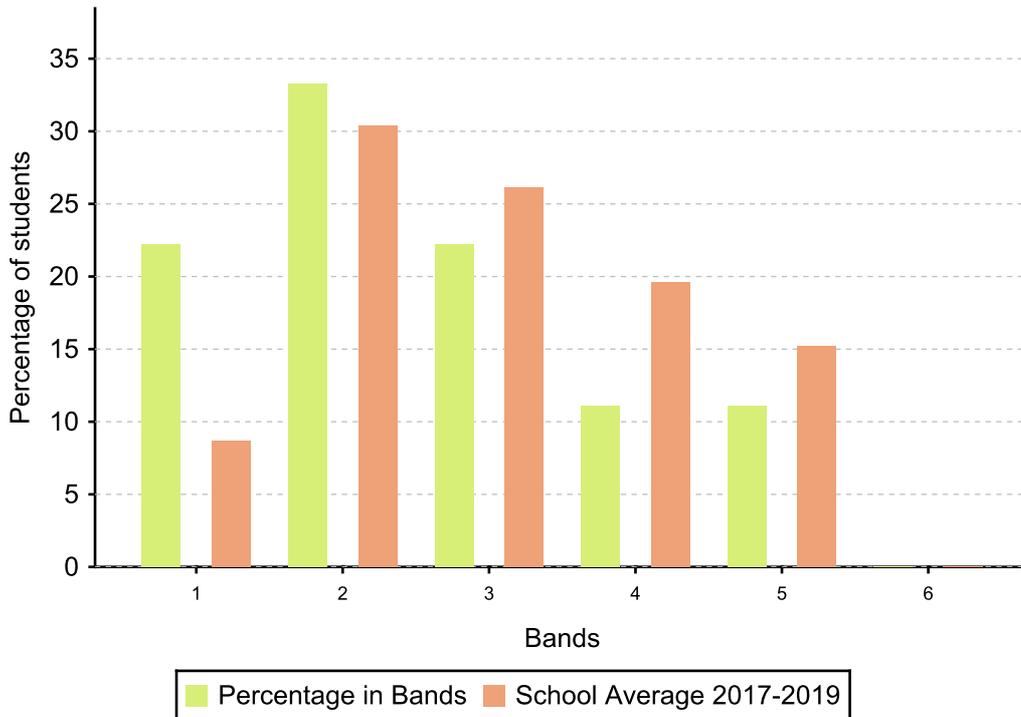
Band	3	4	5	6	7	8
Percentage of students	26.7	13.3	20.0	33.3	6.7	0.0
School avg 2017-2019	16.1	28.6	21.4	32.1	1.8	0

Percentage in bands:
Year 5 Writing



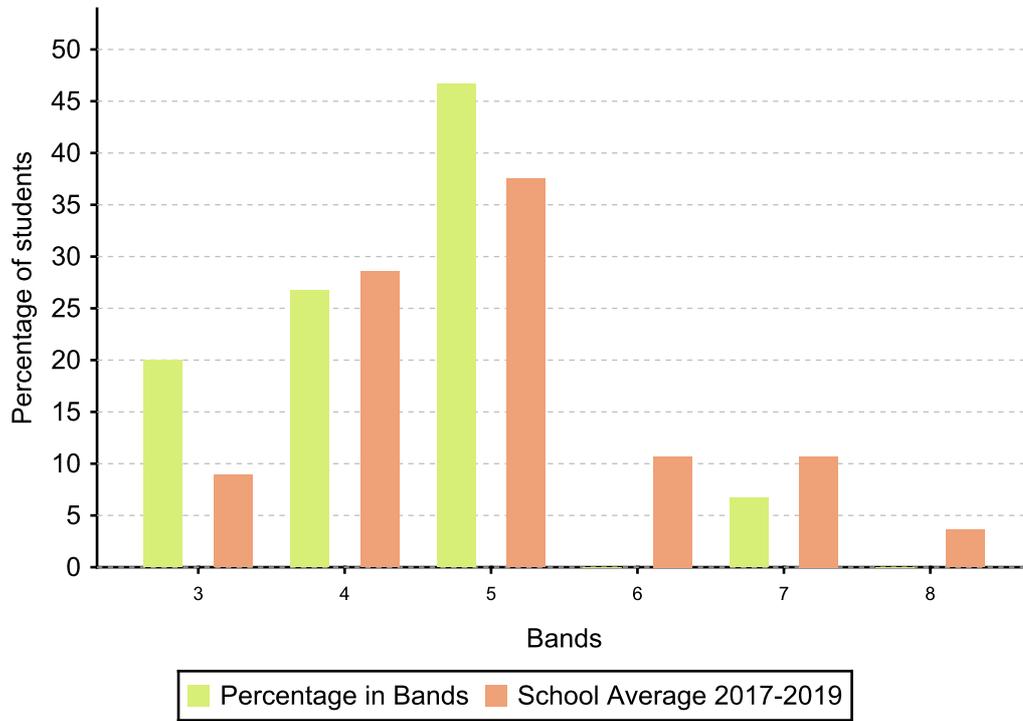
Band	3	4	5	6	7	8
Percentage of students	20.0	33.3	40.0	6.7	0.0	0.0
School avg 2017-2019	25	17.9	41.1	14.3	1.8	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	22.2	33.3	22.2	11.1	11.1	0.0
School avg 2017-2019	8.7	30.4	26.1	19.6	15.2	0

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	20.0	26.7	46.7	0.0	6.7	0.0
School avg 2017-2019	8.9	28.6	37.5	10.7	10.7	3.6

Parent/caregiver, student, teacher satisfaction

All parents, staff and students were surveyed at the conclusion of the 2019 school year. Year 6 students were also asked to reflect upon their entire time at Wee Waa Public School.

The surveys focussed on school resources, school programs, school culture and changes or improvements which the school could offer.

Parents commented that they value the smaller groups for learning however would like to see more access to technology to prepare senior students for High School. There are many opportunities for students to participate and succeed in sport. Parents were also concerned that the curriculum was too crowded and wanted a focus on the basics. Parents also commented that they felt the staff were cooperative and communicated as required with parents.

Staff were concerned with the availability of technology being old and slow. Also concerned that our resources for student use was limited. Our school offers a lot of sporting opportunities for all students however concerned that other areas such as debating and public speaking are not readily available or pursued. Staff were happy with a new reward system introduced and measures taken to improve and manage student behaviour and engagement however need to ensure there is consistency of consequences. Staff also wanted to see more cultural opportunities as well as opportunities for students to participated in gifted and talent lessons.

Year 6 students were asked to share their memories of their time at Wee Waa Public School reflecting on their happiest memories, what we should do more of, what resources they used the most, what opportunities they'd like more of, where they prepared for High School and anything else they'd like to add about their experience at Wee Waa Public School.

They enjoyed hanging out with their friends, sport, excursions, the fete day and other fund activities. They expressed a desire to have more excursions, out of uniform days, games & discos. The best equipment the school has to offer are laptops, wobble stools, sporting equipment and the new tables and chairs. Students requested more sport and Aboriginal language & history lessons. They generally felt prepared for High school. Aspects of their schooling they didn't like was having split classes and multiple teachers in Year 5.

Students Kindergarten to Year 5 were surveyed about their opinions on our school resources, programs and culture. All students were happy with our access to technology but did say they'd like more suitable play equipment for the older students. They would also like a range of activities like drama, debating & chess. Students enjoyed the excursions, football, and gala days which were offered throughout the year. Most students enjoyed school but wanted the students to be nicer to each other and more consequences for bad behaviour.

The school has employed Ian Luscombe from 'Behavability' to assist with changing the culture of the school. Throughout the year we have utilised his recommended skills and strategies and have seen a reduction in out of class behaviours by the students. Ian also spoke with the parents and community so that all adults are on the same page when dealing with the students. In 2020 the staff will continue with Ian's strategies and also implement the 'Play is the Way' methodology K-6.

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.