

Wolumla Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Wolumla 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

Wolumla Public School supports excellence in academic achievement for all students, combined with the development of creativity and wellbeing to become respectful, responsible and happy citizens.

School context

Wolumla Public School was established in 1882 and since its inception has been a centerpiece of the small rural community it serves. Over the years the school has retained a close connection to the local community in which students, staff and families feel a deep sense of ownership and pride.

The primary motivation for all staff at Wolumla Public School is the pursuit of excellence in all that we do. Every student is valued as an individual and the shared relationships between teachers and pupils is one of personal rapport aligned with high expectations. All students are deeply valued in their educational journey, and programming is differentiated to ensure the success of every student. At Wolumla Public School we believe in the subjectivity of personal success and that everyone has different strengths and abilities which require encouragement and nurturing. To this end we offer a broad range of opportunities within our curriculum to meet specific needs. While the driving priorities of literacy and numeracy retain the highest level of importance, we also ensure that students remain thoroughly engaged with their schooling through programs in languages (French), music, sport, technology, drama, art and craft and many extracurricular opportunities such as camps and excursions.

To further meet the individual needs of students, Wolumla Public School has teaching staff dedicated to student learning support. Our learning support team work closely with students who have special needs, along with developing and implementing programs to support all students, to fill gaps in learning. This element of our school is a crucial component of what drives best practice. A driving priority for all staff at Wolumla Public School is the wellbeing of our entire school community. We maintain a close connection to our families and offer support where appropriate to ensure the success and happiness of our students. Our relationships are grounded in a sense of mutual trust in line with the philosophy that 'it takes a village to raise a child'.

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>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To promote and implement world-class curriculum and assessment using current standards of educational best practice to encourage excellence and reduce educational disadvantage of students from rural backgrounds.

Improvement Measures

Teachers and students collaborate to identify and plot student goals.

Programs are in place which encourage students to become independent learners and take on responsibility for personal growth.

Teachers and Parents have transparent lines of communication in which an 'open class' ideology is embraced.

Progress towards achieving improvement measures

Process 1: Academic independence stimulated through targeting Visible Learning priorities and development of Growth mindset through How2 Learn pedagogy.

Evaluation	Funds Expended (Resources)
A lack of PD in How 2 Learn and overriding priorities in Visible learning saw these two focus areas postponed until 2020. A review in Term 1 2020 will determine whether these remain priority focus areas. Growth Mindset is actively addressed and encouraged by staff and students in all classes.	

Process 2: LaST support programs are developed against outcomes aligned with Learning Progression tracking, and student progress assessed weekly at Learning and Support meetings to inform further interventions.

Evaluation	Funds Expended (Resources)
Staff and community report strong commitment to L&S programs developed by school and report growth for all students involved. Further engagement with learning progressions in 2019 to gain deeper understanding of using the document in the most advantageous way.	

Process 3: Staff PDP's reflect School Plan priorities with learning targeted towards student improvement in literacy and numeracy (L3, TEN)

Evaluation	Funds Expended (Resources)
L3 training complete but deficits identified in time needed to complete daily rotations and gaps apparent in some areas of literacy. TEN training remains undelivered due to a lack of courses available.	

Process 4: Communication protocols between school and home are clearly articulated and understood, with professional relationships and dialogue established between the school and community.

Evaluation	Funds Expended (Resources)
Community members feel valued and supported through a close relationship with all staff members at the school.	

Next Steps

In preparation for External Validation in 2020, Wolumla Public School staff have engaged in whole staff professional learning around the Schools Excellence Framework (SEF) and using the outcomes of the SEF Self Assessment to inform school planning throughout 2020 and beyond. Literacy and numeracy will continue to be the curriculum priority of the school and implemented programs will be refined to ensure best practice. Engagement with the literacy and numeracy learning progressions will continue to enable consistency in whole school mapping of student achievement.

Strategic Direction 2

Student Engagement and Community Partnerships

Purpose

To improve the welfare and wellbeing of students, staff and the wider community by developing programs which increase student engagement and encourage strong community partnerships.

Improvement Measures

Teachers develop inclusive classroom and school programs which encourage community involvement and develop social capital of students, staff and the community.

School wellbeing is a priority for the entire school community with students feeling happy, safe and successful at school

Community confidence in the school is increased with community members feeling welcomed and appreciated as contributors to the school goals and purposes.

All stakeholders possess a high level of expectation and understanding that the wellbeing of all school community members is a priority at Wolumla Public School in which students feel happy, safe and successful.

Progress towards achieving improvement measures

Process 1: Staff are included in all decisions made on behalf of students and the school. All staff members are collegially encouraged and supported to be passionate and valued educators.

Evaluation	Funds Expended (Resources)
Teachers report greater willingness of students to write and consistency of assessment improved by unilaterally using progressions.	

Process 2: School community members develop a high level of understanding regarding schools goals and purposes and share in the success of students by being included in programming, decisions and actions.

Evaluation	Funds Expended (Resources)
Staff, students and parents surveyed about changes occurring in 2019 with results in all areas revealing positivity in regard to the transparency of reporting between school and home. Students report a greater understanding of classroom expectations and parents revealed improvement with regard to how to better support their children with scholastic needs.	

Process 3: Student's creativity, talent and personal ambition is celebrated and encouraged

Evaluation	Funds Expended (Resources)
Purchase of technology upgrades has ensured that teaching staff have access to the full suite of the most current options for supporting the learning needs of students across the school. replacement of playground equipment has ensured WHS requirements have been met and improved the aesthetics of the outdoor environment. Robotics is being slowly developed across the school, however students are excited about the potential they represent for learning in a fun, hands on manner.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3269	The Aboriginal Background loading was used to support high level achievement for students in many areas, with families engaged with both classroom learning opportunities and extracurricular activities.
Low level adjustment for disability	\$31,125	Use of funding across identified areas of need resulted in academic improvement for all students, along with increased confidence and social interaction. All families of identified students expressed satisfaction with the manner by which funding was allocated.
Quality Teaching, Successful Students (QTSS)	\$12,059	Assessment of pre and post program writing samples revealed improvement in the structure of writing and knowledge of text types in all classes. Teachers also felt more supported with addressing writing deficits in their student cohorts.
Socio-economic background	\$21,181	Through targeted use of funding, no student at Wolumla Public School was denied the chance to participate in any activity organised by the school. Students were provided with equity in learning at all levels and were supported to achieve personal excellence.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	24	26	34	41
Girls	31	40	47	48

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	94.8	93.6	92.9
1	91.9	95.7	90.7	91.9
2	93	87.2	90.1	90.5
3	91.2	94.6	92.5	93.1
4	97.7	92.5	89.5	89.3
5	94.8	94.3	91.7	89.7
6	88	93.1	96.2	88
All Years	93.2	93.2	92	90.8
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)	3.55
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41
Other Positions	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 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	270,422
Revenue	1,340,272
Appropriation	1,297,909
Sale of Goods and Services	561
Grants and contributions	40,931
Investment income	872
Expenses	-1,310,350
Employee related	-1,111,764
Operating expenses	-198,586
Surplus / deficit for the year	29,923

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	102,203
Equity Total	55,575
Equity - Aboriginal	3,269
Equity - Socio-economic	21,181
Equity - Language	0
Equity - Disability	31,125
Base Total	798,845
Base - Per Capita	19,006
Base - Location	16,549
Base - Other	763,290
Other Total	189,760
Grand Total	1,146,383

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

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In Term 4 2019, a parent feedback survey was distributed to gauge community satisfaction with school achievement. Approximately one half of the community engaged with the survey, with the results revealing a high approval rating across the areas of academic delivery and student wellbeing. In an overall rating of the school the majority of respondents rated Wolumla Public School as 'excellent' with the remainder identifying the school as 'good'. None of the respondents selected a rating of 'below average' or 'poor'.

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.