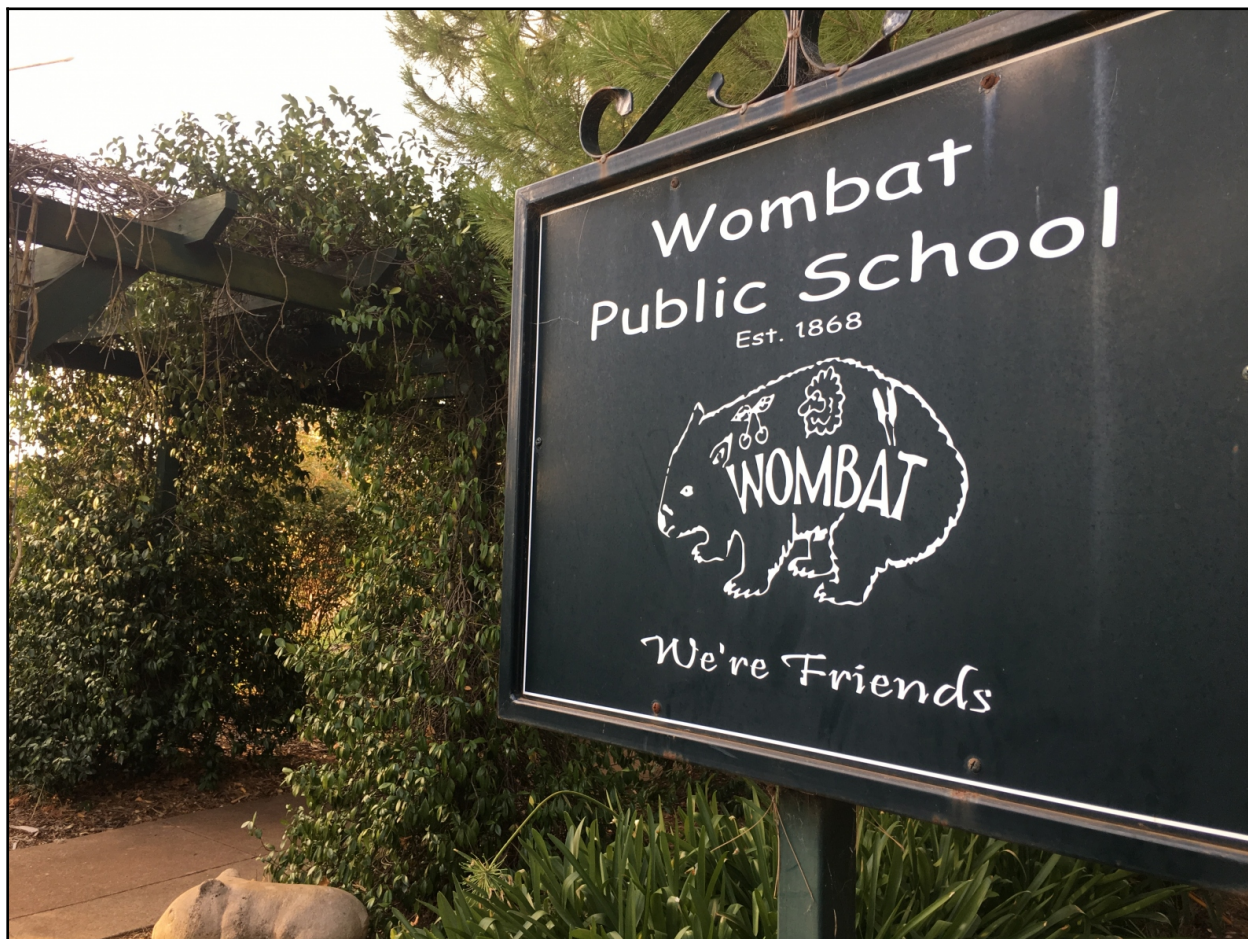


Wombat Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Wombat 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.

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School background

School vision statement

At Wombat Public School we aim to enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership. We work together to create a supportive learning environment that encourages positive wellbeing for all parties

School context

Wombat Public School was established 150 years ago and is located in the South West Slopes of the Riverina New South Wales. It is set in the rural village of Wombat which has a population of approximately 250 citizens. The school resides on the traditional land of the Wiradjuri people.

We began 2019 with 21 students enrolled at the school. Staff comprised of two full-time teachers, a Teaching Principal and a Primary Teacher, and also a part-time teacher one day per week, a School Administrative Manager, a General Assistant and numerous volunteers that help to run supportive programs. Two cross-stage classes, infants and primary, gave an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offered all students include:

- L3 Literacy program in the K–2 classroom
- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to computer ratios

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools, as well as the local High Schools of Young and Murrumburrah to deliver innovative and outstanding academic and social curricula for every student.

The school has an active P&C committee who are committed to supporting the students allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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

Quality Teaching and Learning

Purpose

To ensure Wombat Public School creates and maintains high expectations in teaching and learning practices, delivering teaching practices to accelerate learning in literacy and numeracy with differential learning based on formative assessments.

Increasing the themes of identifying growth targets for individual students, using internal progress and achievement data together with the school developing and using embedded and explicit systems that facilitate professional dialogue, collaboration and classroom support driving ongoing, school wide improvement have been identified as a priority from the *School Excellence Framework – Version 2*.

Improvement Measures

The school identifies growth targets for individual students based on the Learning Progressions, L3 data and NAPLAN. As a result of this student data will indicate individual growth.

The school uses moderation and collaborative processes to develop continuity of learning between infants and primary students.

Progress towards achieving improvement measures

Process 1: Develop a whole school process for assessment, moderation and planning. At staff meetings all teaching staff will investigate and evaluate visible learning strategies to implement in the classrooms. Teaching staff will also Investigate sample scope and sequences to renew current school scope and sequences.

Develop a series of observation documents to assess and monitor students against the learning progressions and learning intentions.

Teach students explicit self-evaluation practices.

Evaluation	Funds Expended (Resources)
<p>A collection of small schools as a network participated in professional learning and discussions around quality English teaching and learning in small schools. A draft Scope and Sequence was developed by the network and is being trialled at Wombat PS in 2020 to enhance consistency of the implementation of the English Syllabus.</p> <p>At Wombat Public School we developed, reviewed and refined based on the needs of students, the Mathematics Scope and Sequence. This has resulted in consistent implementation of the mathematics syllabus K–6 and professional discussions developing teaching capacity where students are, and where to next in the student's learning.</p> <p>Regular Staff Meeting occur focusing on Student outcomes, emails are used for organisational information.</p>	<p>Casual Teachers: \$3,154 covering our small schools meetings and English based professional learning.</p>

Strategic Direction 2

Positive Wellbeing

Purpose

To create a positive and supportive environment within the school to support the wellbeing of all students and staff so they can connect, thrive, succeed and learn.

Positive, respectful relationships being evident and widespread among students and staff and promoting student wellbeing to ensure optimum conditions for school learning across the whole school. Also the school providing and facilitating professional learning that builds teacher's understanding of effective strategies in promoting positive wellbeing have been identified as a developmental direction from the *School Excellence Framework – Version 2*.

Improvement Measures

Data will reflect less anti-social behaviours.

Student, parent and staff feedback reflects positive views of school.

Progress towards achieving improvement measures

Process 1: Develop and implement a structured and consistent rewards-based wellbeing process.

Celebrate and acknowledge staff success.

Evaluation	Funds Expended (Resources)
<p>Behaviour data remained stable during 2019.</p> <p>Wombat Public School has strong lines of communication with each individual and their families. Positive systems are in place at whole school level and in each classroom. At Wombat PS we focus on the positives and give acknowledgement for working hard, enthusiasm and making strong, positive choices.</p> <p>Levels were used with support of parents during the year and data reflects this. Individual Learning and Support Plans were created with support from our APL with positive results.</p>	

Strategic Direction 3

Digital Literacies

Purpose

To strengthen teacher and student understandings of digital technologies and how these can be implemented across the school curriculum.

Improvement Measures

Teachers will increase their understanding and confidence of Australian Curriculum Digital Technologies and incorporate digital technology into their teaching practices.

Teachers will trial innovative or evidence-based, future-focused practices.

Progress towards achieving improvement measures

Process 1: Wombat Public School teaching staff will engage in a professional development in future-focused practices.

The school will incorporate STEM learning through the addition of technology resources and the support of a cohort of small schools.

Evaluation	Funds Expended (Resources)
<p>All classrooms are incorporating technology based activities in the teaching and learning activities across all KLA's.</p> <p>9 new student lap-tops rolled out into our primary room and the previously used laptops moved down into the infants room replacing defective models and allowing all students to have access to a laptop or desktop. This encouraged the development of responsibility, and allowed all students to move through tasks at their own pace without the need to take turns or share devices, with minimal disruption to other hands on activities during the class.</p> <p>Our older students are using technology to problem-solve, question, predict and create technology based resources and work. Primary students engaged in a video challenge using iPads, successfully placing in the top few that received encouragement awards.</p>	<p>ET4-L – 9 new student lap-tops roll out</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	0.100 FTE Equity for Learning and Support Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$3 369.00) 	0.100 used to fund second full time teacher to keep infants and primary classes separated to allow for highly individualised teaching at student point of need. Funding was used to engage SLSO time to introduce Multi-LIT program with four identified students. Within 6 months each student had an approximate growth of 12 months in their reading and writing. Counsellor and APLS time were engaged to support individual learning plans.
Quality Teaching, Successful Students (QTSS)	QTSS Release for Classroom Teacher FTE 0.040	QTSS funding was used to support Teacher's release to allow for quality teaching and programs within the classrooms.
Socio-economic background	SLSO 3 hours a day 3 terms Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$29 740.00) 	Having hours to give an SLSO meant every student was able to benefit during excursions, in our Kitchen garden program and with additional reading over time. The hours included introducing our Multi-LIT program which was successful in building literacy skills for students.
Support for beginning teachers	Professional Learning \$3160.76 Planning days \$4731.21 Resources \$31130 Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	During 2019 the beginning teacher went to four professional learning sessions in the areas of the English Syllabus, writing, quality teaching and classroom management. The teacher was given additional planning days to allow him to work on his planning and his application for teaching at proficiency. Additional resources were purchased to support him in his role including a laptop device for planning use.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	12	9	11	7
Girls	15	18	15	11

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	93.9	94.8	90.9
1	94.5	93.5	99	97.9
2	93.5	94.8	92	99.3
3	90	78.5	91.6	93.4
4	92.5	78.5	85.4	83.1
5	98.9	93.9	70.5	91.7
6	94.6	53.8	91.1	90.6
All Years	94.9	89.3	90.8	92
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)	0.54
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.72

*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.

During 2019 additional budget funding was used to engage the second teacher in a full time position and a third teacher as 0.2 release. Socio-economic background, low level adjustment for disability funding was used to engage SLSO hours.

During 2019 one teacher applied for and received his Proficiency Accreditation.

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	62,650
Revenue	455,204
Appropriation	448,304
Grants and contributions	6,757
Investment income	143
Expenses	-406,284
Employee related	-374,622
Operating expenses	-31,662
Surplus / deficit for the year	48,920

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	0
Equity Total	43,781
Equity - Aboriginal	0
Equity - Socio-economic	29,740
Equity - Language	0
Equity - Disability	14,041
Base Total	373,137
Base - Per Capita	6,101
Base - Location	1,303
Base - Other	365,733
Other Total	11,338
Grand Total	428,256

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

Information received through discussion and surveys were mostly positive. A strong focus for 2019 were community relationships and Feedback indicated we have been successful in this.

Adopting the individualised Multi-LIT program in 2019 following reading assessments was met with approval from our P&C base. The P&C continue to support our volunteer programs with enthusiasm.

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.