

# Wongarbon Public School

## 2019 Annual Report



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## Introduction

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

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

### School context

Wongarbon Public School with an enrolment of 59 students, 27% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of laptop computers and broadening connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbon Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

### Active and Engaged Learners

#### Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals.

To develop critical and creative thinking and communication skills in becoming 21st Century Learners.

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

#### Improvement Measures

Increase the proportion of students achieving proficiency in the top two NAPLAN bands in Reading and Numeracy.

All students make value added growth across the Learning Progressions.

Differentiation evidence in teaching and learning programs.

Improved levels of student wellbeing and engagement.

60% of students achieving at, or exceeding year level in writing based on the Literacy Progressions

#### Progress towards achieving improvement measures

##### Process 1: Curriculum and learning

Deliver quality student learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>In 2019 teachers developed an awareness of the Literacy &amp; Numeracy Progressions and refined their focus of element for tracking to meet the reading and numeracy priorities. Tracking Understanding Texts and Additives Strategies to better understand the impact of teaching on learning in these areas was completed.</p> <p>Learning &amp; support was reviewed to enhance individualised strategies to support students with additional learning needs.</p> <p>Our future directions will include the scheduled meeting time with the Instructional Leader to analyse data and review teaching and learning programs.</p>	<p>Additional staffing</p> <p>\$4 000 Professional Learning</p> <p>\$10 000 School Funding</p>

##### Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students.

Evaluation	Funds Expended (Resources)
<p>Professional Learning was co-ordinated through the PDP process and reflected student need to improve student outcomes</p> <p>Targeted intervention was enhanced through the employment of an SLSO who delivered individual targeted support to students with additional learning needs.</p> <p>Future directions is to focus on understanding texts (reading) and additive strategies (numeracy) across K-6 and use this information to inform teaching</p>	<p>\$2 500 Professional Learning</p>

## Progress towards achieving improvement measures

and learning.

### Process 3: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Wellbeing has been supported through an individualized approach.  Future directions are to investigate a wellbeing model that suits a small school environment that is focused on resilience, perseverance and improving mindset.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$2300.00)</li><li>• Aboriginal background loading (\$2400.00)</li></ul>

## Strategic Direction 2

Teacher quality and pedagogical excellence

### Purpose

To provide high quality pedagogy to the students of Wongarborb Public School through a range of evidenced based, contemporary teaching practices.

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning within a flexible, reflective, relevant, dynamic and differentiated curriculum to meet the diverse needs of our students, staff and community.

### Improvement Measures

Increased use of evidence informed pedagogy by all teachers.

Revised teacher supervision measure that includes lesson observations, program evaluation and evidence of professional learning with Performance and Development Plans being applied to teaching and learning once a term.

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.

### Progress towards achieving improvement measures

#### Process 1: Research Informed Pedagogy

Draw on proven research to develop and implement high quality professional learning in literacy and numeracy teaching programs.

Evaluation	Funds Expended (Resources)
Targeted approach to planning and programming literacy and numeracy has been a priority for 2019. CRT have worked on aligning their PDP to reflect literacy and numeracy professional learning goals.	\$2 600 Professional Learning
Future directions is to utilise the expertise of the IL in a systematic approach to improve the delivery of quality learning experiences for all students.	

#### Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in programming processes and teacher judgement, including the literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
2019 programming and planning quality learning experiences for all students has been a priority and teachers have begun to collaborate in the development of these learning experiences.	\$5 000 School Funds Staffing for collaborative meetings
Future directions will be that the Instructional leader and classroom teacher will be allocated scheduled time to improve the programming and planning for literacy and numeracy.	

#### Process 3: Professional Learning

Provide professional learning opportunities to staff that develop student outcomes in line with the School Plan and student needs.

Evaluation	Funds Expended (Resources)
PDP processes were reflected upon and changed to highlight the APTS and	\$4 500 Professional Learning and

### Progress towards achieving improvement measures

adjusted to meet the personal professional need with the school plan in mind.

school funds

Future directions will see PDP's continue to be aligned with the APTS and school plan but used in a targeted way to support teacher improvement.



## Strategic Direction 3

### Effective Connections

#### Purpose

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve student wellbeing and outcomes within school and the broader community.

To engender a caring, tolerant, inclusive and collaborative school community while embedding a system of values and a culture of success.

#### Improvement Measures

Improved student wellbeing and increased student engagement through the establishment of quality relationships.

Increased levels of innovative strategic community learning partnerships and consultation.

Measured responses to 2018 introduced Facebook page.

Increased timely parent/community response to school information, surveys, interviews, correspondence and school activities.

#### Progress towards achieving improvement measures

##### Process 1: Community Connections

Actively seek opportunities for the school to engage with the local and broader community to enhance the learning and well-being of staff and students.

Evaluation	Funds Expended (Resources)
2019 saw the implementation of SCHOOL TV a mental health and wellbeing platform for parents to access quality resources in supporting them with their children's development.	\$1800
Future Directions is to create an online platform for easier communication of online resources for parents.	

##### Process 2: Other Links

Further develop the shared learning opportunities of the Wellington/ Dubbo (WEDU) Small Schools Network.

Evaluation	Funds Expended (Resources)
Provided opportunities to improve teacher capacity with joint SDD so that teachers had an opportunity to collaborate with other small schools.	3000 travel funds
Future plan involves participation in joint teaching and learning opportunities with other small schools.	

##### Process 3: Communication

Establish practices to ensure all forms of communication are relevant and current.

Evaluation	Funds Expended (Resources)
2019 saw the school investigate appropriate online platforms to improve their communication strategy with families and communities. Feedback from parents and community was that social media was not the platform that they would like to explore and a school specific platform was better suited to meet	\$2 000 Communication School Funds

## Progress towards achieving improvement measures

the needs of the community.

In 2020 investigate what other small communities are using to promote and celebrate their school and how we may be able to implement an online form of communication for parents, caregivers and community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$11500  Additional support staff.  Training and Development	Additional staff were employed to assist in support students that identify as Aboriginal and implement effective teaching practice at point of need.  Our future directions will include tailoring individualised learning plans for identified students.
<b>Low level adjustment for disability</b>	\$16,733	Employment of additional SLSO enabled individualised literacy and numeracy support for students K–6.  Future directions will enable Wongarbone Public School to continue to employ an SLSO to target individualised learning support.
<b>Socio-economic background</b>	\$41,443  Additional staffing.  Transport costs.  Catering.  Cost assistance.	Students showed growth across the progressions through interventions and differentiation programs as a result of the strategies implemented from the employment of an additional teacher.  Future directions will include a continued focus on Wellbeing approaches that support students at a small school. It will also include improvement to literacy and numeracy teaching strategies in 2020 with the employment of an additional teacher.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	37	37	32	39
Girls	27	23	20	20

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	94	92.4	90.8
1	90.8	93.9	93.9	91.3
2	94.6	94.9	95.7	95
3	97.4	94.9	92.8	92.4
4	94.4	97.7	94.5	88.6
5	96.1	97.4	95.2	95.2
6	94.4	93.8	95.6	91.7
All Years	94.7	95.4	94.2	92.1
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)	2.49
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.43

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	105,626
<b>Revenue</b>	878,166
Appropriation	855,637
Sale of Goods and Services	136
Grants and contributions	21,612
Investment income	780
<b>Expenses</b>	-886,689
Employee related	-782,077
Operating expenses	-104,612
<b>Surplus / deficit for the year</b>	-8,523

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>	69,685
Equity - Aboriginal	11,509
Equity - Socio-economic	41,443
Equity - Language	0
Equity - Disability	16,733
<b>Base Total</b>	664,168
Base - Per Capita	12,201
Base - Location	12,798
Base - Other	639,169
<b>Other Total</b>	118,428
<b>Grand Total</b>	852,281

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.

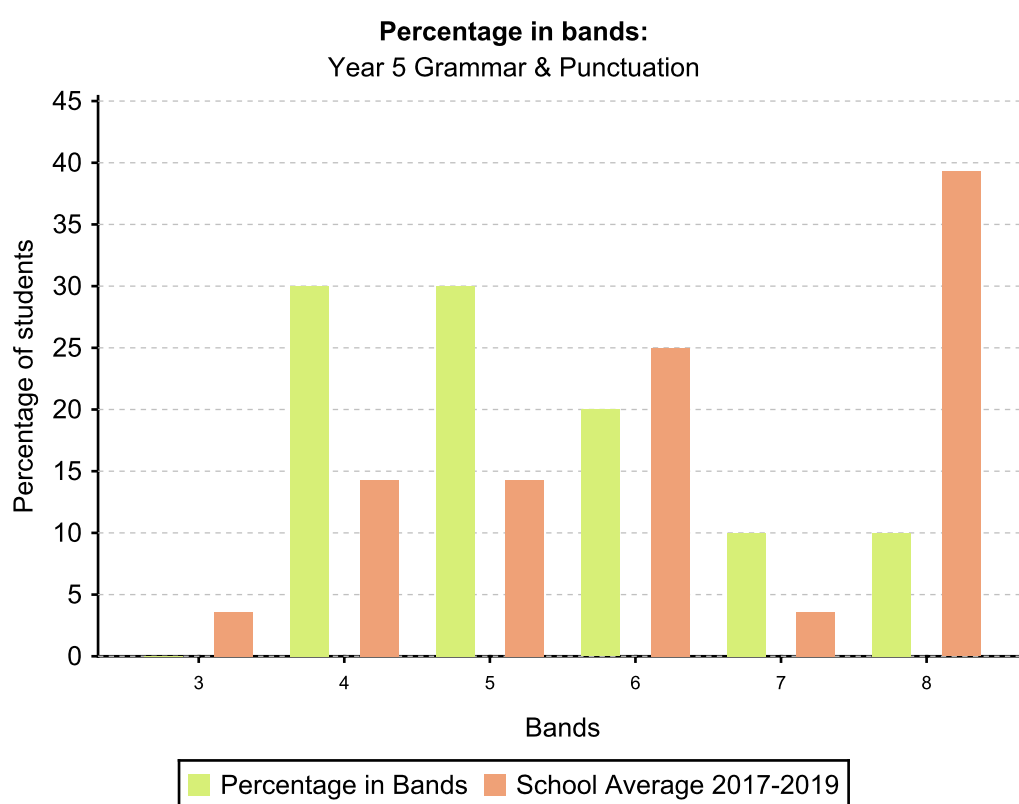
## School performance - NAPLAN

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

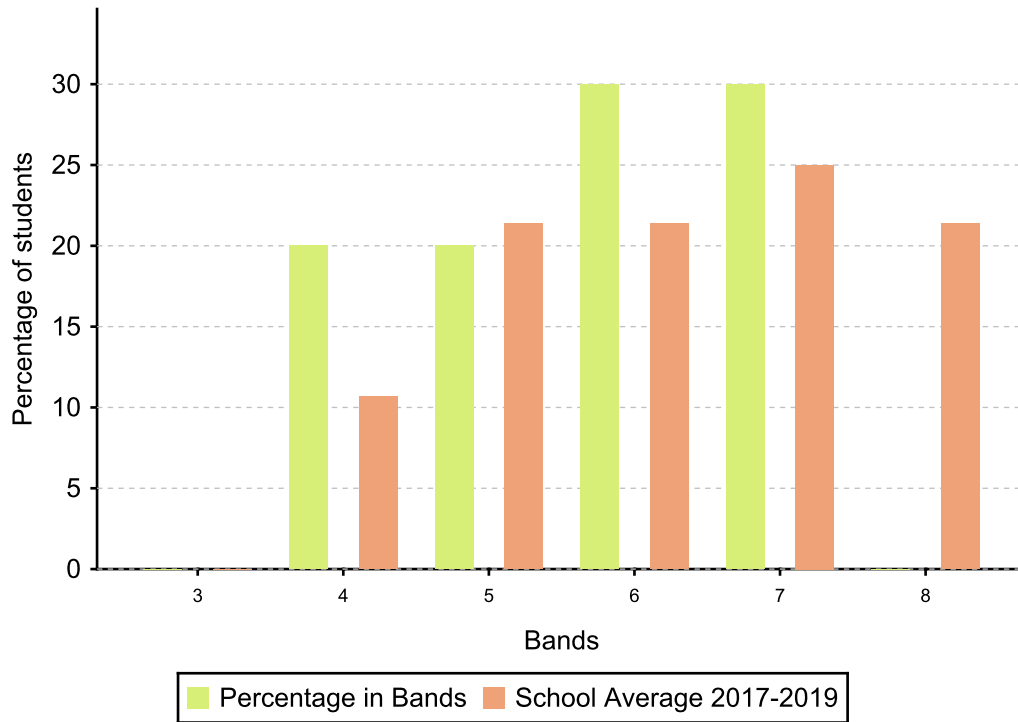
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	30.0	20.0	10.0	10.0
School avg 2017-2019	3.6	14.3	14.3	25	3.6	39.3

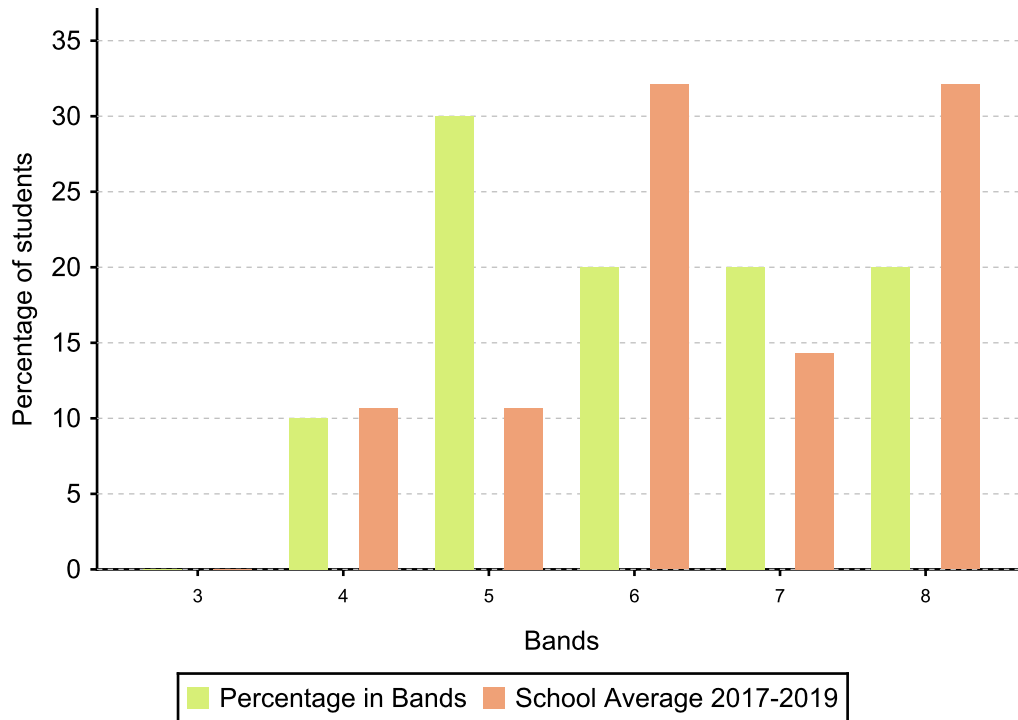


**Percentage in bands:**  
Year 5 Reading

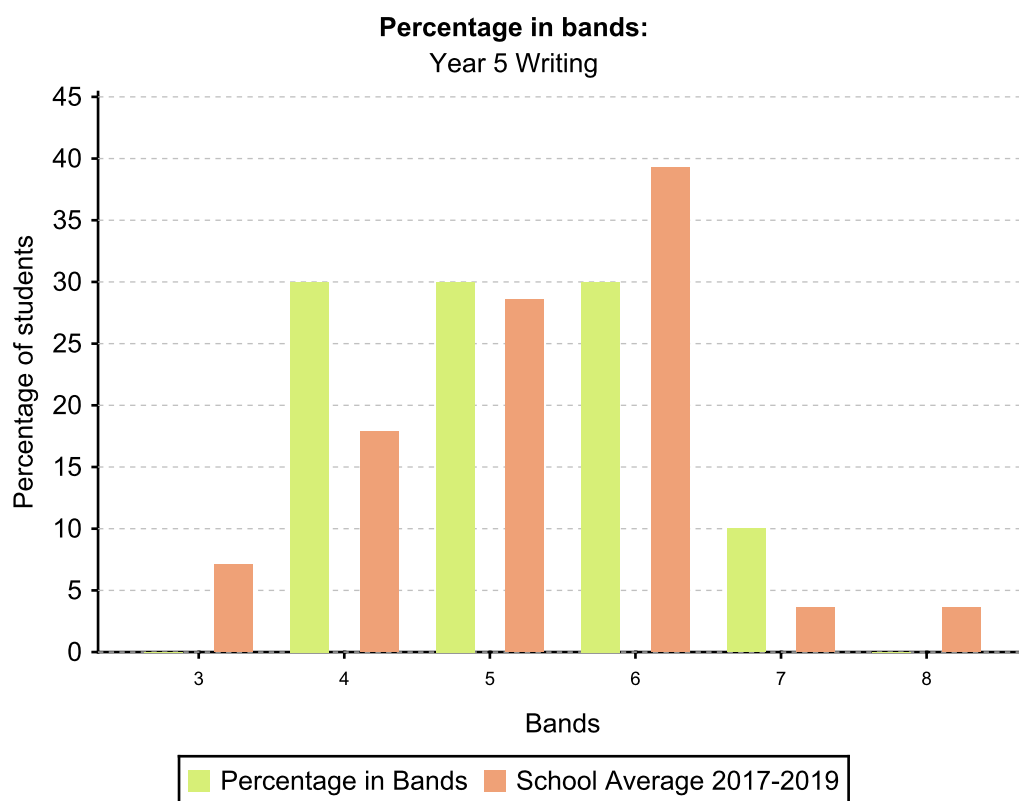


Band	3	4	5	6	7	8
Percentage of students	0.0	20.0	20.0	30.0	30.0	0.0
School avg 2017-2019	0	10.7	21.4	21.4	25	21.4

**Percentage in bands:**  
Year 5 Spelling

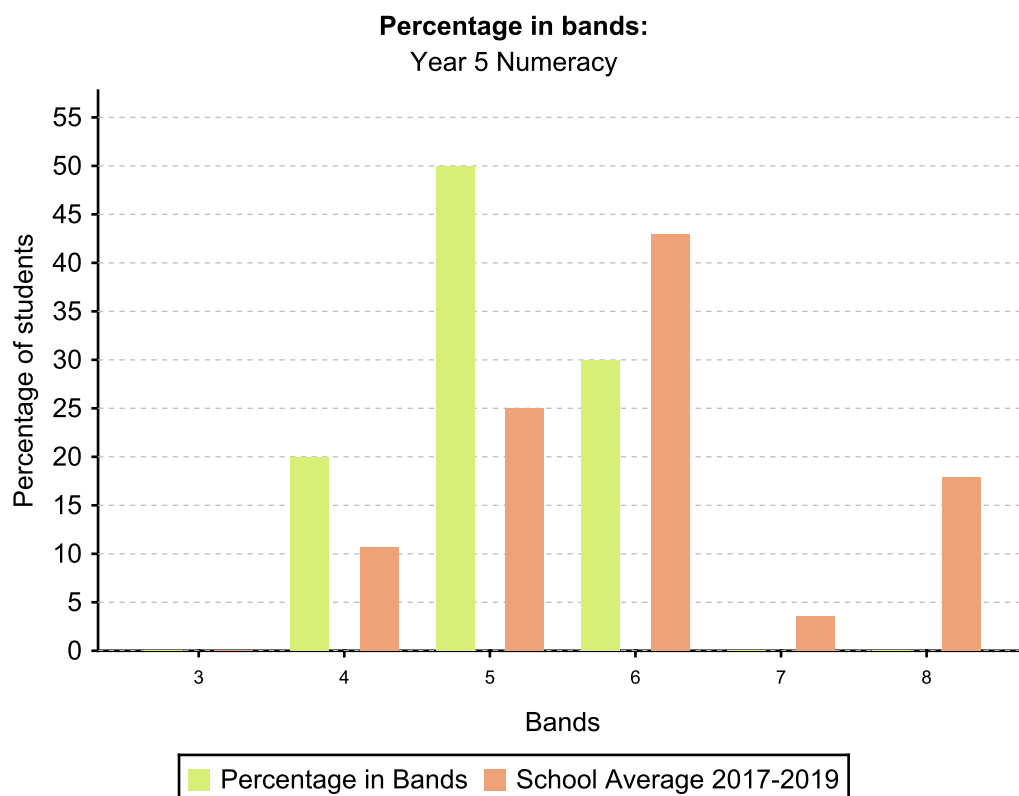


Band	3	4	5	6	7	8
Percentage of students	0.0	10.0	30.0	20.0	20.0	20.0
School avg 2017-2019	0	10.7	10.7	32.1	14.3	32.1



Band	3	4	5	6	7	8
Percentage of students	0.0	30.0	30.0	30.0	10.0	0.0
School avg 2017-2019	7.1	17.9	28.6	39.3	3.6	3.6

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.



<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Percentage of students	0.0	20.0	50.0	30.0	0.0	0.0
School avg 2017-2019	0	10.7	25	42.9	3.6	17.9

Due to the cohort of Year 3 being lower than ten NAPLAN data is not provided.

Data gleaned from all student results have assisted in determining strategic directions, teaching programs and individualised learning plans.

## Parent/caregiver, student, teacher satisfaction

Parent feedback, including Wongarbone Public School Parents and Citizens Association as well as School Council indicate :

- The school is a positive safe environment
- Student success is acknowledged and published
- Staff are caring toward students
- The school has high expectations
- Parents would like the school to explore social media opportunities to promote school activities and achievements.

Students generally feel:

- They are happy to attend school
- Staff treat them fairly
- They get assistance when needed
- They achieve success in their learning

Staff indicate:

- Their work is valued
- They share in decision making
- They would like more access to face to face training
- They are well resourced.

# 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.