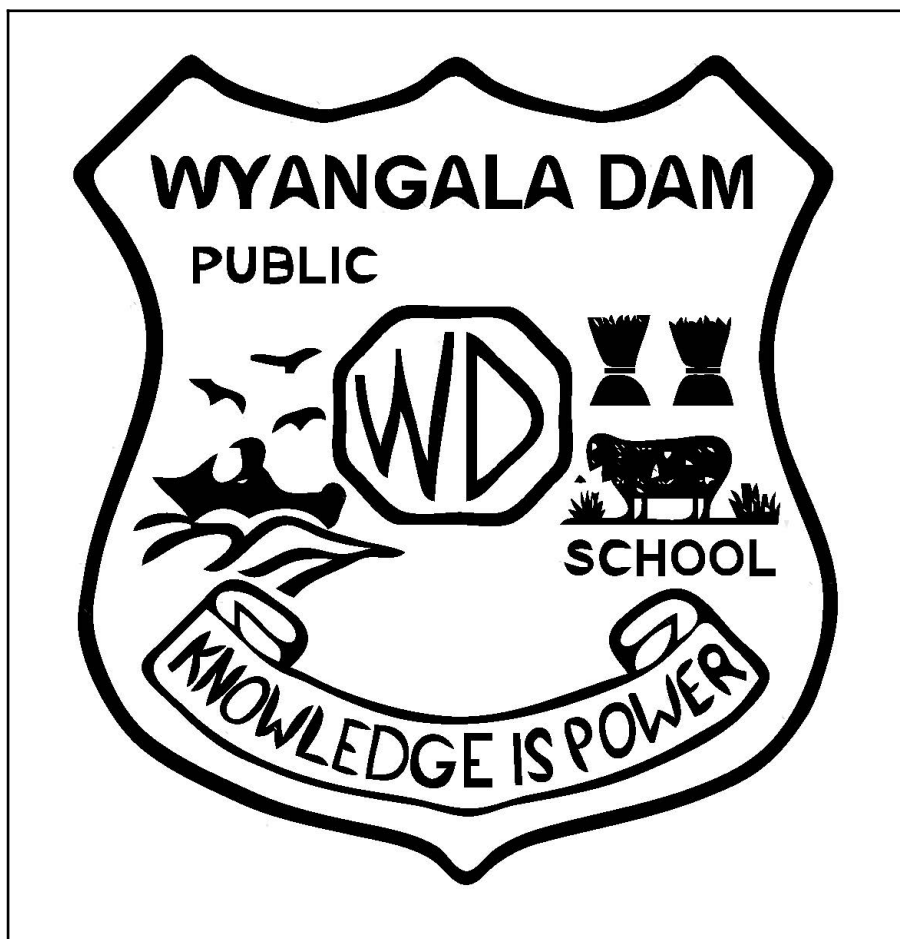# Wyangala Dam Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Wyangala Dam 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

To empower all students to embrace learning, achieve their personal best and be active citizens.

School context

Wyangala Dam Public School is situated 40kms east of Cowra on the Lachlan River. The school has been operating since 1929 and currently four students are enrolled at the school, being all the children in the community.

In 2019, two teaching staff and two support staff support all students in their learning. Students are provided individualised learning opportunities by the dedicated teaching and support staff.

Students connect with their community through initiatives operating from the school.

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	Delivering
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Learning in Partnership

Purpose

To provide a whole school community focus on the delivery of quality learning experiences that are differentiated, enabling students to develop strong identities as self–directed learners.

Improvement Measures

Every child gains a year's growth through a year's learning.

Improved levels of student wellbeing.

Increase the number of community partnerships that support student learning and engagement.

Progress towards achieving improvement measures

Process 1: **What Work Best: High Expectations**

Curriculum and Learning

Deliver high quality, student centred learning experiences which enable students to understand how they learn and to set and achieve individual learning goals that match their ILP's.

Evaluation	Funds Expended (Resources)
During 2019 the school focused on individual learning for all students to enable them to achieve their Personal Learning Goals. As a result students were more engaged and demonstrated growth in target areas.	RFF time EAfS IL

Process 2: **What works Best: Wellbeing**

Student Wellbeing

Provide a learning environment that supports the social curriculum for student wellbeing where they can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Throughout 2019 students were engaged in extracurricular opportunities to connect them with the wider community to build strong social skills in a variety of environments. The impact of this was that students learnt in a setting that allowed them to connect succeed and thrive while developing their capacity and resilience.	The Wellbeing Folders Staff meeting

Process 3: **What works best: Collaboration**

Community Partnerships

Strengthen and explore new and existing ways to connect with the community, in order to sustain the school's identity and provide diverse learning opportunities for the students that impact learning.

Evaluation	Funds Expended (Resources)
Collaboration with Cowra Small Schools Network has led to improved confidence in leadership, strengthened collegiality within both the school and network settings. As a result student engagement increased and a focus on targeted 21st century STEM learning opportunities was undertaken, as well as participation in the Quality Teaching Rounds.	Small Schools Network STEM4TEN QTR

Strategic Direction 2

Quality Teaching in Partnership

Purpose

To promote and maintain an engaging teaching environment that develops strong literacy and numeracy foundations that are underpinned by a positive and collaborative school culture of high expectations.

Improvement Measures

Teaching programs demonstrate the use of explicit teaching using evidence based strategies.

Systems and processes are established to collect and collaboratively analyse individual student data. This data analysis will drive programming and forward planning.

Progress towards achieving improvement measures

Process 1: **What works Best: Explicit Teaching**

Explicit Teaching

All staff set explicit goals for each student's learning in their ILP. Their teaching program strategically targets Literacy and Numeracy to improve outcome based learning.

Evaluation	Funds Expended (Resources)
Collaboratively worked with Instructional Leader across the Small Schools Early Action for Success Network to develop explicit literacy and numeracy teaching and learning programs. The impact of this approach was evident in all students making progress towards their individual learning goals. It also strengthened teacher confidence in best practice.	IL ILP Staff meetings Professional Learning

Process 2: **What works Best: Collaboration**

Professional Learning

Professional learning supports the development of staff to build their skills in explicit teaching practices through the Quality Teaching Rounds to underpin literacy and numeracy progress.

Evaluation	Funds Expended (Resources)
During 2019 teachers participated in Quality Teaching Rounds to deliver evidence based practice in teaching and learning across the school. Staff worked on a collaborative approach to programming and assessment schedule to refine and effective system of data use across the school. The impact of this was a more focused practice enabling next steps for learning to be completed.	IL RFF QTR Professional Learning

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	$12 255	This funding was used to employ additional staffing to enable a specific focus on individual learning needs for students. As a result student support in reading and mathematics was enhanced to enable direct instruction.
Quality Teaching, Successful Students (QTSS)	$766	This funding was used to support staffing that enables additional teaching instruction. The impact of this was that students had increased achievement in their learning goals.
Socio–economic background	$6220	This funding was used to increase opportunities and support extra curricular learning for all students. As a result, all students were able to attend all events to increase engagement and achievement in the targeted learning experiences.

Student information

Student enrolment profile

	Enrolments			
Students	**2016**	**2017**	**2018**	**2019**
Boys	4	4	1	1
Girls	2	3	4	3

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K			83.2	
1	86	78.5		87.5
2	95.7	90.3	87.4	
3		98.4	61.5	90.6
4	94.6	100	97.9	
5		96.8	81.3	93.8
6	91	91.4	98.9	92.7
All Years	91.6	93.4	86.9	91.1
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K			93.8	
1	93.9	93.8		92.7
2	94.1	94	93.5	
3		94.1	93.6	93
4	93.9	93.9	93.4	
5		93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	93.8	93.8	93.4	92.7

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)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	6,546
Revenue	343,136
Appropriation	340,232
Grants and contributions	2,887
Investment income	16
Expenses	-336,778
Employee related	-289,724
Operating expenses	-47,055
Surplus / deficit for the year	6,357

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	18,475
Equity - Aboriginal	0
Equity - Socio-economic	6,220
Equity - Language	0
Equity - Disability	12,255
Base Total	299,723
Base - Per Capita	1,173
Base - Location	7,023
Base - Other	291,526
Other Total	20,001
Grand Total	338,199

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver feedback indicated that the school continued to be a positive place for all students to learn. Communication was a strength and opportunities for involvement in community events were high.

Student feedback indicated that Wyangala Dam Public School was a happy and safe place to learn. They commented that the school was a place where they feel connected and were always given good opportunities and varied experiences.

Staff indicated that the school continued to provide optimal learning opportunities tailored to students individual learning needs. Professional learning was engaged to strengthen whole school approached to learning as directed in the School Plan.

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.