

Zig Zag Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Zig Zag 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

The school's vision statement: "Learning for Life":– highlights our aim to ensure that every child is engaged and motivated to learn.

Our teaching and learning is future focused and individual; and is aimed at equipping our students to develop into successful 21st Century learners.

School context

Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment of the school is currently at 93 students, which is the result of a steady population growth over the past six years.

ZZPS has a strong peer support and student leadership program which targets the qualities and needs of individual students.

The school has a socio economic FOEI of 137 and an Aboriginal population of 14%. School programs are aimed to provide opportunities for personal development and growth through a range of school responsibilities and experiences.

The school has a committed approach to the wider school community ensuring an ongoing affiliation with the local AECG group and Lithgow WGEC Principal's group.

All school programs have a high emphasis in upholding the mission statement of "Learning for Life", catering for all facets of a child's life: being academic, social, and emotional development. The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program.

Our students are 21st Century learners, incorporating the use of technology and hands on experiences in creative, diverse, purposeful ways to demonstrate and apply their learning.

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

Strategic Direction 1

TEACHING & LEARNING EXCELLENCE

Purpose

LEARNING:

To provide a whole school approach to the delivery of quality learning that is focussed and differentiated for all students. This will create a learning environment that is driven by high expectations for all students and a culture of responsibility for learning.

TEACHING:

Student learning is underpinned by high quality and skilled teachers who inspire lifelong learning. Our purpose is to create a professional environment which is supported by collaborative, evidence based teaching strategies and methodology; where Literacy and Numeracy is the focus for improvement.

Improvement Measures

Increase the proportion of students achieving proficiency In Literacy and Numeracy

Visible Learning strategies are being used across all classrooms with evidence of Learning Intentions, Success Criteria and Explicit Feedback being implemented.

Progress towards achieving improvement measures

Process 1: LEARNING:

Whole School approach targeting a focus on explicit teaching of Reading, Language, Writing and Numeracy.

TEACHING:

Teachers engage in professional learning to develop skills in data analysis, consistency in teacher judgement and future focussed philosophy.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019 the staff have been involved in weekly professional learning meetings and have collaboratively worked together to refine and utilise the programming resources and school's programming website to implement and explicitly teach the whole school approach to English – focus area programming and Mathematics scope and sequence.</p> <p>This has enabled staff to develop a deeper understanding of the syllabus and has continued to develop explicit teaching in order to target specific content and to plan for differentiated learning based on student evaluation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$14813.00)• Socio-economic background (\$99834.00)• Low level adjustment for disability (\$46788.00)

Strategic Direction 2

LEADERSHIP TO – CONNECT, SUCCEED, THRIVE

Purpose

Fostering a school wide, future focused culture which supports the growth and development of our students.

Where the wellbeing for all individuals is understood and is the direction for school improvement.

Where community connection is valued and enhanced; enriching the existing Zig Zag ethos by offering something different for our students.

Improvement Measures

Increased percentage of parents, caregivers and the community engaged in student learning.

Increased levels of Student Well Being.

Progress towards achieving improvement measures

Process 1: Develop Programs that encourage School Community Consultation, Culture and Connections.

Evaluation	Funds Expended (Resources)
An annual schedule and clear processes for parent consultation and communication has enhanced community connection and involvement in student learning.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$14813.00)

Process 2: Provide professional development for staff in order to implement the wellbeing needs of our students.

Evaluation	Funds Expended (Resources)
Staff have undertaken various professional learning courses on Trauma Informed Practice. The planning for student needs and welfare are informed using a child centred approach by all staff	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)

Process 3: Develop understanding amongst staff of the Wellbeing Framework and implementation of a whole school approach to student wellbeing.

Evaluation	Funds Expended (Resources)
A plan has been developed with the support of School Services to undertake a review of the School's Well Being processes and practices, in line with the Well being Framework.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2300.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$14 813.00) 	<p>Creative Learning Groups established to target the social and emotional needs of targeted students.</p> <p>–Lunch time groups structured to cover the targeted groups, funding provided additional days throughout the week to support the social needs of students.</p> <p>–A School Yarning Circle was developed with the support of Uncle Owen and was opened during NAIDOC Week with a smoking ceremony.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$46 788.00) • Socio-economic background (\$99 834.00) 	<p>Targeted support operated throughout the year for students from Kindergarten to Year 6.</p> <p>– In the K to 2 area, a support class operated for Literacy and Numeracy four days per week.</p> <p>– Targeted Intervention for individual students occurred for Literacy and Numeracy for Years 3 to 6.</p> <p>– Tiered intervention strategies were provided for Kindergarten and Year 1 in order to support students to reach Early Action for Success benchmarks.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$99 834.00) 	<p>Staff were involved in regular professional development to deepen explicit teaching in English and Mathematics.</p> <p>Funds were spent to release a teacher to drive the direction for improved curriculum delivery. This involved developing a School Programming resource, explicitly teaching English in focus areas and using data to inform lesson planning.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$49 813.00) 	<p>Teachers Aide support across grades 3,4,5,6</p> <p>– to offer social and emotional support for targeted aboriginal students and numeracy literacy support needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	38	39	37	34
Girls	52	58	51	53

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	93.7	90.6	90.1
1	92.2	90.4	90	90.4
2	93.7	88.9	91.4	86.1
3	95.5	93.3	89.5	86.4
4	91.1	92.1	90.9	85.9
5	95.3	88.4	90.4	90.1
6	93.9	93.3	91.5	88.9
All Years	93.3	91.6	90.7	88.4
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)	3.59
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*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	254,457
Revenue	1,231,249
Appropriation	1,198,180
Sale of Goods and Services	476
Grants and contributions	31,351
Investment income	1,242
Expenses	-1,132,242
Employee related	-1,054,680
Operating expenses	-77,562
Surplus / deficit for the year	99,007

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	90,704
Equity Total	161,436
Equity - Aboriginal	14,813
Equity - Socio-economic	99,834
Equity - Language	0
Equity - Disability	46,788
Base Total	784,032
Base - Per Capita	20,648
Base - Location	1,909
Base - Other	761,475
Other Total	103,815
Grand Total	1,139,986

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

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

In all seven measures Zig Zag Parents rated the school well above the NSW Government Norm.

- * Parents feel welcome— Score of 8.4
- * Parents are informed – Score of 8.1
- * Parents support learning at home— Score of 8..3
- * School supports learning – Score of 8.5
- * School supports positive behaviour— Score of 8.7
- *Safety at school – Score of 8.8
- * Inclusion school— Score of 9.0

The School Outcomes and School Climate Survey is based on data about Social –Emotional Outcomes.

Students participate in sports – 89%

- *Students had a sense of belonging at school – 69%
- *Students positive relationships – 85%
- * Students value schooling outcomes – 93%
- *Students with positive behaviour at school – 88%
- * Students who are interested and motivated – 84%
- * Effort – 92%

The Focus on Learning Teacher Survey is based on a comprehensive questionnaire covering the Eight Drivers of Student Learning and Dimensions of Classroom and School Practices The survey is scored on a ten-point scale.

- *Leadership – 8.2
- * Collaboration –8.6
- * Learning Culture – 8.0
- * Data Informs Practice – 7.1
- * Teaching Strategies – 7.8
- * Technology – 7.4
- * Inclusiveness – 8.0
- * Parent Involvement –6.7
- *Challenging and Visible Goals – 7.6
- * Planned Learning opportunities – 8.0
- * Quality Feedback – 7.1
- * Overcoming Obstacles to Learning – 8.2

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.