

2020 Annual Report

North Wagga Public School



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Introduction

The Annual Report for 2020 is provided to the community of North Wagga 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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The introduction of our new school uniform.

School vision

North Wagga Public School strives to be a learning community with a strong positive culture that emphasises academic, professional and personal development and strong engagement among students, teachers and the leadership group.

In building our learning community we remain focused on:

- Ensuring everyone learns;
- High expectations;
- A culture of collaboration for school improvement; and
- Results to determine our effectiveness.

We are committed to addressing the cognitive, emotional, social, physical and spiritual wellbeing of all students, ensuring we continue to foster an enabling school environment where everyone connects, succeeds and thrives.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 284 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within 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>

Strategic Direction 1

Quality Learning: Robust, Strong, Deep and Adaptable.

Purpose

Learners will develop foundation skills in literacy and numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students achieving proficiency to 40% (NWPS Bump it Up Goal)

Increased attendance to above 96% reflecting improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Personalised Learning: Learning concepts and quality feedback will be explicitly articulated and students will develop capacity to take an active role in their learning.

Evaluation	Funds Expended (Resources)
<p>In 2020 the school conducted a review of the Individualised Learning Plans and Learning Pathways processes and it was identified that these processes have supported the focus on student learning and have showed strong links to their stage of learning. Reviewing the processes provided staff with the opportunity to reflect on past practices and to refine these for 2021 with a focus on monitoring student goal achievements and subsequent student growth.</p> <p>The school also evaluated the implementation of Learning Intentions and Success Criteria across classrooms. Teachers have used these strategies well and students demonstrated a clear understanding of the learning tasks and the expectations of these tasks. Future Professional Learning was identified going forward into 2021 with priority to in-school collaborations and peer observations central to this model.</p>	

Process 2: Student wellbeing: A whole-school approach to wellbeing for all learners will allow students and adults to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>During the duration of this plan the school has developed and implemented a whole approach to student wellbeing with embedded practices supporting all students. In 2020 lunch time clubs were introduced to provide opportunities for students to develop their social skills while enjoying a range of activities and expand their interests. These will continue into 2021. There was a strengthening of cultural awareness with the inclusion of cultural enrichment afternoons. COVID practices enhanced family and school partnerships with heightened focus on individual student learning and wellbeing. Also refer to stakeholder satisfaction TTFM survey results in this report.</p>	

Strategic Direction 2

Quality Teaching: Evidenced-based, Personalised and Focussed.

Purpose

Teachers will have a shared responsibility for student improvement and a transparent, evidenced-based learning culture.

Improvement Measures

One hundred percent of teachers are tracking students on the Literacy and Numeracy Progressions using validated work samples which are aligned with success criteria, learning intentions and student data. Planning and programming reflects this alignment.

One hundred percent of teachers are engaged in Professional Learning on the use of the Literacy and Numeracy Progressions.

All teachers are using work samples to validate decisions around students are tracking on the progressions.

School data from internal assessment practices correlates with student achievement in external measures.

Progress towards achieving improvement measures

Process 1: Teachers enter into a perpetual learning cycle around the Literacy and Numeracy progressions, including the use of PLAN2/ALAN.

Evaluation	Funds Expended (Resources)
In 2020 the teachers worked alongside the Literacy and Numeracy Strategy Advisor to develop their understandings and confidence focused on the Literacy and Numeracy Learning Progressions. Colleagues were provided with opportunities to work in partnership with each other sharing expertise and strategies within classroom settings. As a result teachers demonstrated and articulated that they understood and could use the progressions to inform their teaching practices and make more informed decisions about student progress and where to next in their learning journeys.	

Process 2: Greater collaboration at the Stage level in the development of assessment tasks, data analysis and validity of the analysis of student performance.

Evaluation	Funds Expended (Resources)
In 2020, many opportunities were provided for Stage level collaboration, with both planned and informal opportunities for Stage teams to meet. This included fortnightly meetings, collaborative planning sessions at the end of each term and through regular peer observations (both planned and informal). Throughout these collaborative sessions, unified assessment tasks were developed between stage teams (for writing and mathematics), allowing for valid, school based data analysis and evaluation of student performance. As a result of Stage group collaboration, professional dialogue and feedback increased, leading to valid teacher judgement when utilising authentic assessments and additionally, highlighted areas for future improvement.	

Process 3: All executive assume the role of Instructional Leader within their stage and guide, support and provide colleagues with the professional learning to develop deep understanding in student improvement.

Evaluation	Funds Expended (Resources)
In 2020 members of the executive team led and supported colleagues with targeted professional learning opportunities to deepen their understanding of student improvement. The executive team provided Instructional Leadership delivering purposeful, data driven professional learning sessions to guide and	

Progress towards achieving improvement measures

up-skill teachers in the components of the What Works Best document, with the goal to improve student literacy outcomes (with the core focus on Reading). As a result of the ongoing guidance, support and professional learning model created by the Executive, class teachers are embedding best practice within their classrooms, which in turn is improving student reading outcomes. With the success of this Instructional Leadership model, executive staff will continue this model of professional learning into 2021 and beyond.

Strategic Direction 3

Quality Leadership: Reflective, Instructional, Supportive and Responsive

Purpose

Leaders will enable a self-sustaining and self-improving community that will continue to support a school-wide culture pursuing the highest levels of learning, development and success.

Improvement Measures

The Leadership team, collectively and individually all develop skills in Instructional Leadership, being the drivers of a high performance culture, clearly focused on student progress and achievement, and high quality service delivery.

A growing proportion of the teaching staff (including specialist teachers) have attained, or in the process of accreditation at Highly Accomplished or Lead teacher professional standards. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation.

Progress towards achieving improvement measures

Process 1: The school executive regularly analyses school-wide assessment data to identify student achievement and progress. Data Literacy conversations are then transferred to stage teams and individual teachers..

Evaluation	Funds Expended (Resources)
Also refer to the annual evaluation in this report for Process # 3 in this Strategic Direction. In 2020 the leadership team facilitated focused conversations with staff about student learning data.	

Process 2: Professional Learning in Literacy and Numeracy is differentiated and targetted depending on levels of teacher capacity, experience and levels of accreditation.

Evaluation	Funds Expended (Resources)
Refer to Strategic Direction #2 Process #1 evaluation comments in this report as this work was focused on the Literacy and Numeracy Learning Progressions for Professional Learning.	

Process 3: The leadership teams participates in capacity development programs, implementing principles of evaluative thinking within a cycle of executive capacity building, and continually monitoring the impacts of programs and practices.

Evaluation	Funds Expended (Resources)
In 2020 the school completed a Situational Analysis and an evaluation of the 2018-20 School Plan. The information provided from these processes was analysed and whole school decisions were made to develop Strategic Directions for the 2021-24 Strategic Improvement Plan which will be finalised by the end of Term 1, 2021. This process enabled the leadership team to strengthen their skills in program evaluations and their ability to analyse data to inform improved and explicit teacher and whole school practices.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding was used to pay SLSOs and teacher to release executive to implement PLPs, NAIDOC celebrations and cultural enrichment afternoons.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$28 455.00) 	<p>All students have Personal Learning Pathways (PLPs) which have been created based on input from students, staff and families, via zoom and phone calls</p> <p>School Learning Support Officers (SLSOs) were employed to support indigenous students.</p> <p>Executive member released to coordinate and implement Cultural Enrichment afternoons (twice a term). This was scaled back this year, without the visits from local elders, CLONTARF etc due to COVID.</p>
Low level adjustment for disability	<p>Teachers and SLSOs employed to support students.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$110 145.00) 	<p>Teachers were employed to support students with learning difficulties.</p> <p>Class teachers provide differentiated curriculum for students, collaboratively making necessary adjustments to programs so that all students can access the curriculum.</p> <p>SLSOs were employed to support identified students in small groups in the classroom and playground.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher employment and release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$49 113.00) 	<p>Quality Teaching, Successful Students (QTSS) funds support the employment of a teacher to support collaboratively planning, peer observations and implementation of PDP goals.</p>
Socio-economic background	<p>Teacher employment and release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$41 136.00) 	<p>Funds used to release executive to support mentoring, executive monitoring/support and beginning teacher mentoring/support.</p>
Support for beginning teachers	<p>Teacher employment and release</p>	<p>Our beginning teacher was provided with release to support with programming, reporting, behaviour management and guidance completing proficient accreditation.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	143	147	151	166
Girls	123	118	122	115

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	95.6	92.9	94.1
1	95.9	94.6	94.6	94.6
2	95.7	93.9	93.6	94.8
3	95.8	93.3	93.2	96.6
4	94.9	93.3	91.6	94.5
5	94	94	92.4	95.4
6	92.9	92.4	93.6	92
All Years	95	93.8	93.1	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Assistant Principal(s)	3
Classroom Teacher(s)	9.41
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.47

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



Super Hero Day

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	286,789
Revenue	2,782,845
Appropriation	2,704,583
Sale of Goods and Services	7,843
Grants and contributions	69,578
Investment income	842
Expenses	-2,818,500
Employee related	-2,470,206
Operating expenses	-348,295
Surplus / deficit for the year	-35,655
Closing Balance	251,134

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.

	2020 Approved SBA (\$)
Targeted Total	60,146
Equity Total	179,737
Equity - Aboriginal	28,455
Equity - Socio-economic	41,136
Equity - Language	0
Equity - Disability	110,145
Base Total	2,083,014
Base - Per Capita	65,658
Base - Location	2,075
Base - Other	2,015,281
Other Total	294,799
Grand Total	2,617,696

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

North Wagga Public School surveys students, parents/carers and staff using the Tell Them From Me (TTFM) tool. The TTFM surveys provides our school with insight that we use to guide our school planning and to identify school improvement initiatives.

In 2020 the responses were:

Students

Averaged over the two TTFM surveys: 86 percent of students indicated that they had positive relationships at school, which is slightly above NSW norm; 93 percent of students value schooling outcomes and 87 percent demonstrate positive behaviours at school; 87.5 percent of students indicated they felt accepted and valued by their peers and by others at NWPS. Room for further improvement was found in intellectual engagement of students particularly in the area of student expectations for success

Parents

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. Not surprising this year with the amount of learning from home, due to COVID-19, parents overwhelmingly felt they supported learning from home. Our results in this area were well above the NSW norm. In a year when parental involvement at school was minimal due to the pandemic, the majority of our results sat at or slightly below NSW norms.

Staff

The 'Focus on Learning' Teacher Survey is a self-evaluation tool for teacher and schools. The teacher survey indicated positive results in all areas but in particular in the measure of collaboration.

Some of the strong responses from teachers that exceeded NSW norms include:

- I talk with other teachers about strategies that increase student engagement.
- I discuss learning problems of particular students with other teachers.
- I work with other teachers in developing cross-curricular or common learning opportunities.
- I discuss my learning goals with other teachers.
- I discuss my assessment strategies with other teachers.
- Teacher in our school share their lesson plans and other materials with me.



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.