

2020 Annual Report

Walbundrie Public School



3338

Introduction

The Annual Report for 2020 is provided to the community of Walbundrie 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

Walbundrie Public School

14 Queen Street

WALBUNDRIE, 2642

www.walbundrie-p.schools.nsw.edu.au

walbundrie-p.school@det.nsw.edu.au

6029 9004

School vision

Walbundrie Public School strives to provide a student centred learning environment, where the individual student learning needs are catered for in a supportive, welcoming and progressive learning environment.

School context

Walbundrie Public School is a dynamic rural school that has strong ties with the community. The school fosters a strong sense of belonging with positive student, teacher and school community relationships, all contributing to improved educational and social outcomes for students.

The dedicated teaching staff are committed to nurturing the best possible outcomes for all students. There is a focus on providing diversified learning experiences for the students, leading to many educational opportunities, where students develop a deep knowledge and understanding. The school has a committed approach in developing literacy, numeracy and creativity skills of all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an engaging, supportive, modern and progressive learning environment.

Walbundrie Public School is a K-6 school with the students predominantly from a rural background. The school is a proud member of the Walbundrie Small Schools Network which helps to develop a wider learning community for the students and staff members. The school has a supportive and dedicated Parents and Citizens Association (P&C) that supports students with extra-curricular activities and is a major stakeholder in student development.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

To implement evaluative evidence based pedagogy and collaborative practice to enrich and improve learning outcomes to meet the needs of learners. Quality learning experiences will contribute to a positive learning culture based on high expectations. Students welcome feedback in order to be responsible learners who self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.

Improvement Measures

All students have set, monitored and achieved their identified learning goals.

Most students have achieved their expected growth in reading text and comprehension.

Most students have achieved their expected growth in numeracy.

Progress towards achieving improvement measures

Process 1: Learning Culture

Deliver quality student centred and self-regulated learning experiences, building the capacity of students to set and achieve challenging learning goals.

Evaluation	Funds Expended (Resources)
<p>The beginning of year was going well with all students settled into their learning. In April, students moved to learning from home due to COVID 19. This was a challenging time for students and staff. Students were allocated computers, so that some learning could move to an online format via Google Classroom. All students were provided with learning packs with timetabled daily activities. Parents were very proactive with the learning that was sent home and appreciative of the quality of the packs. Staff worked tirelessly to provide quality learning and regular feedback to all students ensuring their learning was valued and assessed. All students took their learning goals home to practice, which kept them accountable. Closer links with parents were formed in this time, due to staff checking in with each student once or twice per week.</p> <p>The school also provided Laptops and online subscriptions to students in the COVID19 learning from home time. This ensured that students could continue learning and have access to devices.</p> <p>In the second half of the year, students set learning goals based on the Literacy and Numeracy Progressions. Teachers designed learning goals from identified areas that the students need to improve on. Students were given time to reflect on these learning goals regularly, in order to build a more structured and reflective student. Therefore students have set, monitored and achieved their identified learning goals throughout the year. This will continue into the future as it has created a focus point for student learning.</p>	<p>Additional RFF to design goals 2 days at \$521 - \$1042</p> <p>Laptops for home learning \$7464</p>

Process 2: Curriculum & Assessment

Implement differentiated teaching and learning programs based on formative assessment and collaborative data, ensuring all students are challenged and supported.

Evaluation	Funds Expended (Resources)
<p>This year has been an incredibly unpredictable year due to COVID-19. All face to face professional learning was cancelled and there was a movement of some to an online platform. The change from face to face teaching to</p>	<p>Multitit Program \$695</p> <p>Mathematics and vocabulary</p>

Progress towards achieving improvement measures

home schooling meant teachers time was being utilised for online learning for students. With the additional funding provided for a COVID-19 casual, teachers were able to be released to complete online professional learning. The beginning teachers funding was used for additional release from face to face for professional learning, programming, completing PLSP's and updating the literacy and numeracy progressions.

Staff completed professional learning on how to extract data from Scout. Staff were provided with extra release to extract the data. This data will be utilised for future directions for students as well as for the Situational Analysis for the new school plan. Staff have been encouraged to use this data to target a small group of students for an intervention program. This was added into the teaching and learning programs.

The second half of the year, the data collected informed small group intervention and extension programs. This is in line with the Disability Standards and the new High Potential Students policy reform. This ensure that all students are challenged at their level and are able to improve based on differentiated teaching. This also funded the Multilit Reading Tutor Program, which enabled a small number of students to make significant growth in reading. This will be a program that will continue to run next year.

Therefore, students are continually tracked in Literacy and Numeracy and students are achieving growth. Those students that are achieving minimal growth, intervention programs were used to meet the students needs.

extension resources \$152

Maths box \$939

Top Ten Mathematics Resources
\$1743

Literacy & Numeracy \$ 2921

Casual Teachers 13 days x \$521 =
\$6773

Additional release 24 x \$521 = \$12
504

Strategic Direction 2

Quality Teaching

Purpose

To develop skilled and high performing educators with an evaluative and reflective mindset to strengthen student outcomes. Through collaborative and capacity building practices, teachers will apply evidence based pedagogy, explicit teaching methods and consistent practices to meet the needs of learners.

Improvement Measures

- Teachers have embedded evidence-based pedagogy in learning and teaching programs.
- Teachers actively engage in collaborative and reflective practices to improve teacher capacity.
- Teachers collect and analyse data to inform teaching practice.

Progress towards achieving improvement measures

Process 1: Learning and Development

Provide opportunities for teacher collaboration and professional learning within our Walbundrie Small Schools Network. Strengthen teacher capacity to implement evidence-based teaching practices.

Evaluation	Funds Expended (Resources)
<p>This year the collaboration between networks were put on hold due to COVID-19. Therefore, staff were unable to participate in any professional learning at the beginning of the year. Minimal professional learning was reintroduced and staff attended some collaborative zoom meetings. Teacher professional learning was completed online with mostly free Department of Education resources. This has proved to be a valuable use of resources where the school is not paying for course fees, instead only having to cover release time.</p> <p>The Walbundrie Small Schools Network collaborated on the PAT test analysis and how to read and understand the reports. This data can then be triangulated with student observations and internal assessment data. This will then inform teaching and learning programs to maximise student growth. Teachers would have actively participated if the networks were able to be held.</p>	<p>Beginning Teacher Network \$2000</p> <p>Professional Learning \$1522</p> <p>Growing Great Leaders 6 x \$521 = \$3126</p>

Process 2: Data Skills and use

Provide professional learning and opportunities to build the capacity of staff in the use, analysis and interpretation of systematic and reliable data.

Evaluation	Funds Expended (Resources)
<p>Teachers were given additional release to input data into the National Literacy and Numeracy progressions and to complete other assessments and analysis. Staff collaborated on moderating writing work samples to be able to plan the next steps in the teaching and learning program. Planning was completed using the syllabus and the Literacy Progressions as a guide of what to teach next. Data was also collected in mathematics with all student completing the SENA tests to triangulate the data with PAT Maths and student observations. This data was then compared to data from last year to ascertain student growth. Most of the analysis was completed by the principal and relayed to the teachers. This will be an area to future develop, so that all teachers can completed their own analysis and this will inform their teaching. Therefore, this will continue to be a Strategic Direction in our new school plan.</p>	<p>Additional RFF to analyse data twice per term 8 X \$521 = \$4168</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	0.100 Staffing entitlement \$10 672 Flexible Funding \$2 167	This allocation was utilised for a second classroom teacher. This allowed the school to split the students into two groups, one infants and one primary classroom. This was created to give more targeted programs to students and ease the stress of teachers in trying to meet the needs of all students in a multi-stage classroom. The students received more targeted teaching and have made great improvements.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$3 201.00)	This allocation was utilised to improve teacher quality and provided additional release from face to face to attend to online professional learning and understanding the Literacy and Numeracy Progressions. The focused professional learning enabled teachers to understand how to meet the needs of students in their classroom.
Socio-economic background	0.100 Teacher allocation Funding Sources: • Socio-economic background (\$10 672.00)	This allocation was utilised for a second classroom teacher. This allowed the school to split the students into two groups, one infants and one primary classroom. This was created to give more targeted programs to students and ease the stress of teachers in trying to meet the needs of all students in a multi-stage classroom. The students received more targeted teaching and have made great improvements.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$14 481.00)	This year, Walbundrie Public school received funding for a beginning teacher. This funding was used to for membership into the Beginning Teacher Network and to provide extra release from face to face to complete programming, individual learning plans, extra professional learning and for the collection of evidence for accreditation. It was also used to provide additional release for classroom observations. This funding allocation was utilised well and this resulted in high teacher satisfaction, lower stress levels, improved programming and improved understanding of the teacher standards.
National School Chaplaincy Program	\$20 280 Funding Sources: • (\$0.00)	This year Walbundrie Public School received funding from the National School Chaplaincy Program. The enabled us to have a school chaplain here two days a week. This gave support to staff and students during this dramatic year. The school chaplain has also started a school wide approach to wellbeing, using the Smiling Minds and Bounce Back program.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	11	14	14
Girls	7	7	8	7

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.1	97.3	97.2	
1	94.6	96.8	93.8	98.6
2	95.7	96	94.8	97.9
3	91.4	99.5	95.7	98.4
4	97.8	98.8	97.9	96.2
5	98.9	98.6	95.1	94.7
6	95.7	100	100	91.8
All Years	94.2	97.5	96	96.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
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	91.9

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
Classroom Teacher(s)	0.6
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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.

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	96,346
Revenue	513,682
Appropriation	502,894
Sale of Goods and Services	788
Grants and contributions	9,831
Investment income	170
Expenses	-480,637
Employee related	-414,464
Operating expenses	-66,173
Surplus / deficit for the year	33,045
Closing Balance	129,390

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	43,021
Equity Total	24,704
Equity - Aboriginal	0
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	13,766
Base Total	365,601
Base - Per Capita	5,291
Base - Location	20,508
Base - Other	339,802
Other Total	33,654
Grand Total	466,980

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

The students participated in the Tell them from Me Survey, where they indicated that 100% of students:

- Had a positive sense of belonging
- Have positive relationships
- Value schooling outcomes
- Are interested and motivated
- Showed Effort

Students were also above the replica school averages, specifically in

- Positive teacher-student relations
- Positive learning climate
- Expectations for success

These results would indicate that Walbundrie Public School has a positive learning culture, focused on learning and high expectations for all.

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.