

2020 Annual Report

Wallabadah Public School



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Introduction

The Annual Report for 2020 is provided to the community of Wallabadah 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 vision

Wallabadah Public School is a small, welcoming community based country school. Our vision is to provide a caring and stimulating learning environment for the children in our care. We value individual difference, confidence, respect, integrity and teamwork. Happy children, academic excellence, sportsmanship and encouraging participation are our primary goals.

Six years ago a past student penned the statement

"Small School BIG opportunities" is the underlining ethos of Wallabadah Public School.

School context

Wallabadah Public School is a TP2 school with a student population of 28. 20% of students identify as Aboriginal or Torres Strait Islander. The school prides itself on being a caring, community based K-6 school, where students, teachers and parents have nurtured an atmosphere of cooperation, encouragement and pride in the school. This atmosphere enables each child to achieve their best and successfully meets the school motto of "Excellence in Learning" The school has a highly active P&C who invest heavily in the education of the children of today.

School enrolments have decreased over the past couple of years with families relocating out of the area however; there has been strong kindergarten enrolment numbers over the past three years. It is located just off the new England Highway, 50kms South of Tamworth and 20kms East of the Quirindi township.

The school is organised into 2 mainstream classes (K/1/2 & 3/4/5). The school has 3 teaching staff, including a teaching principal, one full-time office staff member (SAM) and a part-time student learning support officer. (SLSO.)

The school community is traditional in its approach and the school cultivates a climate of high expectations for both staff and students. School management focuses on quality teaching and learning. There are clear expectations of all school community members (staff, students and parents) that every child will be learning every day to the best of their ability.

The school has kept pace with advances in technology by installing Interactive Whiteboards in every classroom as well as the use of iPad and laptop technologies.

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	Excelling
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	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

Professional Practice, Learning & Leading

Purpose

Our school is deeply committed to strengthening the capacity of leaders and staff to ensure high quality practices and learning for all. Professional practice to develop will be pedagogical knowledge, quality teaching practices and strong knowledge curriculum, committed to continuous improvement and development and identifying the needs of all learners.

Improvement Measures

All student growth in NAPLAN in year 5 will be equal to or greater than state average.

65% of K-6 students will be working at the expected levels on the literacy and numeracy progressions.

Formative assessment strategies are embedded across the school and evident in every classroom. Students reflect on, and take responsibility for their learning, monitor progress and designing personal learning goals.

Teacher Quality measured against Professional Standards resulting in improved collective capacity to plan for and evidence proficient, highly accomplished and lead level professional practice.

Effective collaboration between community of schools.

Staff use the AITSL Classroom Practice Continuum and the Australian Professional Teaching Standards to reflect on their own practice and set personal goals. The quality of these goals will be evidenced by the Performance and Development Framework.

Progress towards achieving improvement measures

Process 1: *How do we do it and how will we know?*

How do we achieve our practices and products?

Teaching and learning - Mathematics

2018:

Professional development and training is provided to build staff skills in curriculum planning and development with a specific focus on mathematics.

Teaching and learning programs specifically in mathematics reflect evidenced based practice

Deep knowledge and understanding of the syllabus to ensure consistent tracking of student achievement on the Numeracy Progressions.

2019: Reporting (SEF2.0, working towards excelling)

Work collaboratively to ensure LaST team and Principal create high quality ILPs for identified students.

Introduction of parent information sessions based around the Australian curriculum, the implementation of it at W.P.S and informing and engaging them in their child's learning and development at school.

Continuation of open classrooms for parents to celebrate student achievement.

2019: Data Skills and Use (SEF2.0, working towards delivering)

The National Teaching Standards and the Performance Development Framework are used to constantly improve teacher quality and develop leadership capacity.

Collaborative analysis of data, including PLAN, that is updated and monitored every term to inform future teaching and learning.

Process 1:

Increased understanding of the Quality Teaching Framework through the implementation of classroom visits and professional learning rounds, using data to inform teaching and learning.

2018-2020 Educational Leadership (SEF2.0, working towards excelling)

Staff, students and parents will work together to promote the school at community events, gatherings and in the media.

The school will build deeper and stronger relationships with the local AECG and Aboriginal community to strengthen partnerships and help facilitate authentic involvement in learning and cultural awareness programs.

Staff will collaboratively work with community members to implement 'Hobby' Day' each term and provide opportunities for students to learn 'skills' from community members.

Evaluation	Funds Expended (Resources)
<p>Question:</p> <p>Are all staff utilising PLAN2 & Scout to inform teaching strategies?</p> <p>Data:</p> <p>PLAN 2 data, formative and summative assessment practices, teaching programs, anecdotal records.</p> <p>Analysis:</p> <p>Not all staff are using PLAN 2 effectively and efficiently. This is a practice that will certainly carry over into the 2021-2024 school plan.</p> <p>Formative and summative assessment practices indicate student learning across all key learning areas.</p> <p>Implications:</p> <p>PL will be accessed for teachers requiring PLAN 2 support in 2021.</p> <p>Continue to discuss the PLAN 2 and Scout as tools to support assessment and student differentiation.</p>	

Strategic Direction 2

Wellbeing

Purpose

Consistent with the goals of the Department of Education State Plan, Wallabadah Public School is committed to placing the child at the centre of everything we do, building critical and creative thinkers and self directed, lifelong learners who will contribute to society. We promote a safe, respectful and empowering learning environment working in partnership with the community to give our students the knowledge, skills and experiences to become resilient, respectful, confident and creative students.

Improvement Measures

Data from 'Tell Them From Me' survey will demonstrate strong baseline results.

Student improvement measures will be recorded and graphed by the students themselves demonstrating consistent growth. Student goals will align with their growth.

Staff will collaboratively share improvements and adjust teaching and programming to suit individual learners.

The Wellbeing Framework Tool will be used to adjust programs, focus on student need and ensure student growth.

Evidence of growth from Sustaining and Growing to Excelling in the Learning Domain of Learning, Culture and Wellbeing.

Progress towards achieving improvement measures

Process 1: Wellbeing

2018 - Work with the Liverpool Plains Alliance of Schools to deliver cultural, academic and sporting opportunities for all students.

Develop and create personalised learning plans for all students.

Strongly embed the Leader in Me program into weekly focus sessions.

Use the survey data from 'Tell Them From Me' and other school based survey procedures to inform student engagement, wellbeing and to improve learning.

Jointly develop 'hobby groups' to utilise the expertise of the community.

Provide opportunities for student and staff wellbeing workshops, parent and community workshops.

Create effective partnerships with outside agencies to support student wellbeing and growth.

2019- Explore the relationships students have with staff and develop mentor relationships from staff to students.

Encourage students to be reflective and determined to improve.

2018-2020 - Introduction and implementation of specific wellbeing meetings for students and staff, with a focus on student goals, aspirations, feelings and emotions.

Explore the introduction of a wellbeing program to sit alongside The Leaders In Me and our school based Stop, Think Do program.

Evaluation	Funds Expended (Resources)
Question: <ul style="list-style-type: none">• Have effective partnerships been developed by the Community of Schools to ensure collegial support and rich discussion and learning for the Principal?• Have wellbeing meetings been established for Wallabadah staff to discuss	

Progress towards achieving improvement measures

student welfare?

Data:

- Meeting minutes, professional learning activities
- Meeting minutes, student reports, extra work with outside agencies

Analysis:

The Warrama-Li network was created in 2020 to meet the needs of the local Principals. The group is exceptionally supportive and provides a collegial network for strong collaboration, Professional Learning and Principal support.

Welfare meetings have been introduced on a fortnightly basis. All welfare needs are discussed and student plans are developed.

Implications:

Warrama-Li network need to have targeted, transparent and relevant meetings to support the needs of all members.

Currently there have been no implications in the introduction of regular student welfare meetings.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>SLSO (Aboriginal Education Funding)</p> <p>Classroom Teacher (Aboriginal Education Funding)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$26 577.00) 	<p>Question</p> <p>Do all teachers have an understanding of the Aboriginal and Torres Strait Island policy which includes the implementation of PLPs?</p> <p>DATA</p> <p>TTFM, Professional learning (targeted staff meetings), PLPs, professional reading (guided), parent engagement</p> <p>Analysis</p> <p>100% of staff engaged in professional learning on DoE Aboriginal and Torres Strait Island policy and procedures and were proactive in implementing PLPs across the whole school.</p> <p>Implications</p> <p>We will continue to refine and implement school based practices and procedures to support all students.</p>
<p>Low level adjustment for disability</p>	<p>Low Level adjustment for disability funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$16 712.00) 	<p>Question:</p> <p>How do staff cater for the various student needs through the implementation and support of curriculum differentiation and academic intervention?</p> <p>Data:</p> <p>Student work, reports, PLP's, Teacher Programs, Integration Funding Support meetings, pre and post intervention data.</p> <p>Analysis:</p> <p>Personalised Learning Plans (PLP's) are in place for all identified students.</p> <p>Teacher Programs, lessons and assessments contain strong differentiation.</p> <p>Implications:</p> <p>To review attendance data for 2020 and develop support systems for all students to raise attendance.</p> <p>To continue to explore research based interventions for implementation of strong differentiation in the classroom setting.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Quality Teaching, Successful Student Funding to employ a teacher.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students 	<p>Question:</p> <p>Were the individual student needs met when QTSS funds were spent on staffing?</p> <p>Data:</p> <p>PLP's, SEF, PLAN 2 data, observations,</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>(QTSS) (\$4 922.00)</p>	<p>anecdotal records, formative and summative assessments.</p> <p>Analysis:</p> <p>Staffing was utilised using Quality Teaching Successful Students funding. Staffing enabled smaller class sizes on a Thursday. Impact has seen students achieving learning outcomes.</p> <p>Implications:</p> <p>Time to update data sets was challenging. Anecdotal records, student and parent surveys indicate the smaller class sizes were beneficial to student learning.</p>
<p>Socio-economic background</p>	<p>Employment of a teacher FTE: 0.286</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$31 268.00) 	<p>Question:</p> <p>Were the Socio-economic funds utilised effectively to support and enable smaller class sizes on a Wednesday afternoon and Thursday?</p> <p>Data:</p> <p>PLP's, PLAN 2 data, formative and summative assessment, student surveys, reports, parent satisfaction</p> <p>Analysis:</p> <p>Impact has seen students achieving learning outcomes. The smaller class sizes have enabled strong differentiation to occur and students to benefit from smaller class sizes.</p> <p>Implications:</p> <p>We didn't have any implications from the employment of a teacher for 0.286.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	14	18	10
Girls	18	14	12	15

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	89	97.5	83.5
1	94.6	90.9	90.2	80.3
2	90.8	95.1	86.8	84.7
3	97.4	96.1	93.1	91
4	92.7	98.9	89.5	88.5
5	97.8	95	95.7	90.5
6	94.5	93.8	93.8	95.4
All Years	93.8	93.8	92.1	89
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
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	113,155
Revenue	657,205
Appropriation	623,169
Sale of Goods and Services	493
Grants and contributions	33,316
Investment income	227
Expenses	-668,873
Employee related	-569,247
Operating expenses	-99,626
Surplus / deficit for the year	-11,668
Closing Balance	101,487

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	25,799
Equity Total	75,634
Equity - Aboriginal	27,654
Equity - Socio-economic	31,268
Equity - Language	0
Equity - Disability	16,712
Base Total	499,632
Base - Per Capita	7,215
Base - Location	11,629
Base - Other	480,788
Other Total	16,767
Grand Total	617,833

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year survey responses were received from parents regarding how families are actively involved in school life, our communication and how we can improve as a school. Surveys indicated:

A survey was issued to parents in regards to their thoughts and ideas on the everyday operations of the school, specific subjects and extra-curricular activities. In relation to school academic and cultural programs, 80% of parents who were surveyed and responded agreed that the school academic and cultural programs were fantastic and strongly believed in their benefits. All parents who were surveyed and responded agreed the students had excellent extra curricular opportunities presented to them.

Reporting was surveyed with 100% of responders agreeing that the reporting practices at Wallabadah were highly effective. They all felt comfortable approaching their class teacher or Principal.

School Environment was surveyed and all responders felt welcomed and included at Wallabadah. 80% felt we valued diversity and embraced all backgrounds.

Students were given the opportunity to discuss school and asked for their thoughts and ideas. All 27 students were asked. 90% of students liked school at Wallabadah, 75% felt they were doing well at school and were learning new things. 100% believed they had the same opportunities as students in larger Primary schools. 75% of students wanted to have some new equipment or play areas in the playground. 100% were happy with friends and felt social when coming to school.

Communication in the school is positive with regular updates and weekly newsletters. Parents also indicated that sufficient notice was provided by the school regarding upcoming events/excursions.

The P&C is an active parent group within the school and engages positively with staff, the parents and broader community work as partners to achieve the school targets and build a positive school culture. The P&C group, as one vehicle of parent and community voice, are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation.

All families feel welcomed at Wallabadah Public School. The staff are all approachable and the parents feel comfortable speaking to staff in relation to their children.

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.