

2020 Annual Report

Wamoon Public School



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Introduction

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

At Wamoon Public School our mission is to produce students who feel valued, nurtured and ready to learn so they can become active, confident and knowledgeable citizens in our challenging world. Our staff use well developed evidence based pedagogy which is innovative, risk taking, dynamic and inspires learning in a nurturing and supportive environment.

School context

Wamoon Public School is a learning community committed to achieving goals, working together, continually searching for improvement and encouraging and implementing new, innovative ideas.

The school is located 8 kilometres from Leeton and is a proud member of the Leeton Community of Schools. It is located in the Riverina district and is part of the Griffith cluster of schools. The school is classified a PP5 with a current enrolment of 29 students. The school is in a low socio economic area and has an Aboriginal population of 40%.

Teaching and learning programs have been structured to meet student needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives a high level of praise in the community and is recognised as having quality learning programs.

The school has built a strong community relationship and we as a school community are very proud of our school and have worked together to build this reputation since 1915. We work to ensure every student has a fair share, a fair say and a fair go so that they can excel through "Innovation, Excellence and 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

All teaching staff collaborated to isolate areas of the SEF S-aS to focus on moving forward. We have the benefit of working together to complete the last 2 x SEF S-aS including External Validation. Reflecting on the SEF S-aS and SEF is beginning to be part of all PL activities at our school. In 2020, as much of PL has been internal, we have linked activities to the SEF including focus areas determined by our EV- Assessment and Curriculum. Many of our focus areas including; individual learning needs, differentiation, data analysis, Literacy and Numeracy and professional learning are strongly linked to our Instructional Leader model. Our IL and Principal work in tandem on improving teacher quality which relates to SEF areas; explicit teaching, feedback and improvement of practice. We have selected multiple themes in assessment as we have identified we still have gaps in our whole school monitoring and knowledge of formative/summative assessment to inform practice.

Strategic Direction 1

Active, confident and knowledgeable citizens

Purpose

To inspire all students to develop a love of learning, so that they can become active, resilient, confident and knowledgeable citizens contributing to a thriving community and living well.

Improvement Measures

An increase of students at or beyond their learning expectations measured through the National Literacy and Numeracy Learning Progressions

All students show growth and an increase of students showing higher than expected growth in literacy and numeracy utilising the National Assessment Program for Literacy And Numeracy (NAPLAN) and school identified measures.

Progress towards achieving improvement measures

Process 1: Learning Experiences

* Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals

Evaluation	Funds Expended (Resources)
<p>In 2020, staff began to increase their knowledge and capacity to include explicit learning intentions (LI) and success criteria (SC) in their daily teaching. Staff have been supported to unpack the theory of student-centred learning and through demonstration both with Instructional Leader and Principal have been provided with feedback. As a result of the COVID disruption, staff require further learning and experiences of using LI and SC to ensure students are able to better articulate where their learning is at and where they need to develop further.</p> <p>Student Individual Learning Plans (ILPs) were reviewed and revised with specific learning targets for identified students.</p>	

Process 2: Professional Learning

* Engage in researched based professional learning that develops a deep knowledge and understanding of how students learn in Literacy and Numeracy

Evaluation	Funds Expended (Resources)
<p>In 2020, teachers designed and implemented a 3-6 Mathematics Scope & Sequence (S&S) which is responsive to the school's current context (K-2 & 3-6). Staff used the S & S in their termly and weekly Mathematics Program. The S & S includes assessment opportunities linked to the Numeracy progressions and include links to the Big Ideas in Mathematics pedagogy. Unfortunately, due to the COVID disruption it has not been possible to evaluate the effectiveness of this activity.</p>	

Process 3: Research Based Pedagogy

* To develop staff knowledge and implement research based programs to enhance student skills in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>In 2020 the staff have collaborated to consolidate knowledge and skills gained from 2019 Professional Learning that focused on enhancing student</p>	

Progress towards achieving improvement measures

skills in literacy and numeracy.



Strategic Direction 2

Quality Teaching

Purpose

To create a stimulating and engaging environment underpinned by evidence based pedagogy where teaching is differentiated, flexible, reflective and relevant to our students, staff and community.

Improvement Measures

Teacher improvement as evidenced by the Australian Institute for Teaching and School Leadership (AITSL) Self-Assessment Tool and in relation to the Performance Development Framework

Increased knowledge and use of formative and summative assessment data by teachers to inform and plan for differentiated learning and future teaching directions

Progress towards achieving improvement measures

Process 1: Data Analysis

* Develop staff skills in the collection and use of data, mapping against the National Literacy and Numeracy progressions to add value.

Evaluation	Funds Expended (Resources)
In 2020, we began to develop an assessment schedule framework for the collection and use of student assessment data with a strong focus on using PLAN 2 as a formative tool to capture student progress. Unfortunately due to the COVID disruption, sources of student data have been affected.	

Process 2: Professional Development

* Engage in professional training that develops a deep knowledge and understanding in the use of all forms of data that determines teaching directions monitoring and assessing student progress and achievement and reflecting on teaching practices

Evaluation	Funds Expended (Resources)
In 2020, as a school we have focused on Understanding Texts K-6. We planned to access effective reading PL with a focus on comprehension processes however due to the COVID disruption this was not viable. We have analysed how we select resources for reading. We now have increased the variety of texts available in both the K-2 and 3-6 classroom.	

Process 3: Performance & Development Plan

• Staff engage meaningfully in the creation and monitoring of PDP's to contribute to school improvement.

Evaluation	Funds Expended (Resources)
In 2020, staff collaboratively set 2 goals linked to the schools strategic direction(s) and in response to our performance in the 2019 EV SEF-SaS.	

Next Steps

1. Staff to increased their knowledge and application of assessment tools (including digital versions) to accurately assess students and collect data from these assessment.
2. Use and build upon existing staff knowledge and expertise to implement the Super 6 Comprehension strategies.

Strategic Direction 3

Wellbeing

Purpose

To ensure positive, respectful relationships are evident and widespread among students, staff and parents allowing students to connect, succeed and thrive.

Improvement Measures

Improvement in school attendance data, particularly for at risk students from 2017 baseline data.

Increase of student, parent/caregiver and staff satisfaction in regards to student well-being compared to 2017 baseline data.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

* To implement Positive Behaviour for Learning across the school in order to establish positive social expectations for all in the school community. This program will provide a framework for the school and its community to collectively support the well-being of every student

Evaluation	Funds Expended (Resources)
In 2020, our school has advanced our attention to student wellbeing by placing a focus on supporting students emotional and physical needs across a combination of programs across the school. Our school chaplain has supported students to establish high expectations of themselves and to provide support where necessary to increase resilience and to deal with setbacks. We have continued to collect data from students and parents on their perceptions of our school and will pause to analyse responses with an aim to isolate findings and question what we can do better.	

Process 2: Well-being Framework

Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling and where staff use their knowledge of the Wellbeing framework to evaluate current practices using the Well-being self-assessment tool.

Evaluation	Funds Expended (Resources)
In 2020, we have implemented strategies to improve student attendance. We have created our own attendance policy and framework for dealing with poor attendance inline with DoE policy which has been communicated to families. Student attendance is regularly monitored, analysed and made available to all staff.	

Next Steps

1. Complete the Wellbeing Self-Assessment Tool.
2. Access Social/Emotional Professional Learning for staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$28 214.00)	A combination of funding has been used (including Aboriginal Background Funding) to employ an additional teacher to increase personalised support. Funding was also used to employ an additional SLSO staff member to support K-6 Literacy Sessions.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$15 734.00)	Funds were combined with other flexible funds to employ a third classroom teacher. This has allowed staff to closely monitor the progress of students with additional learning needs and devise Individual Learning Plans.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$6 344.00)	The creation of additional Principal/Teacher Conference time ensured that lesson observations were negotiated and reflected upon. Staff have also been released to develop assessment material and analyse results with the support of the Instructional Leader.
Socio-economic background	Funding Sources: • Socio-economic background (\$95 739.00)	Funds were combined to employ a third classroom teacher. This has allowed staff to closely monitor the progress of students with additional learning needs and devise Individual Learning Plans. Funds are also used to subsidise school excursion and other educational opportunities for students



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	14	16	20	16
Girls	17	14	15	14

Student attendance profile

School				
Year	2017	2018	2019	2020
K	86.8	91.8	84.4	89.7
1	94.3	77.7	88.7	80.1
2	86.6	89.7	86.7	89.2
3	91.8	95.6	91.7	82.2
4	97.3	95.1	91.1	88.3
5	92.8	98.6	82.6	83.9
6	96.4	87.4	96.1	76.6
All Years	91.1	90.8	89.3	84.5
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
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	95,481
Revenue	831,356
Appropriation	827,311
Sale of Goods and Services	351
Grants and contributions	3,612
Investment income	82
Expenses	-791,691
Employee related	-701,028
Operating expenses	-90,663
Surplus / deficit for the year	39,665
Closing Balance	135,146

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	0
Equity Total	139,688
Equity - Aboriginal	28,214
Equity - Socio-economic	95,739
Equity - Language	0
Equity - Disability	15,734
Base Total	506,223
Base - Per Capita	8,418
Base - Location	9,979
Base - Other	487,826
Other Total	157,828
Grand Total	803,738

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

At Wamoon Public School we value the feedback provided by all stakeholders.

In 2020, we had the opportunity to receive feedback from the TTFM Snapshot 1 Student Survey.

Key findings/successes

1. We performed higher than the NSW Govt Norm in all Social Emotional Outcomes.
2. We experience low rates of bullying
3. Students indicate they have someone at school who consistently provides encouragement (advocacy)

In 2020, we had the opportunity to receive feedback from the TTFM Snapshot 2 Parent Survey.

Key findings/successes

1. All domains are trending upwards or are within expected deviations considering the smaller number of responses we receive.
2. 89% of our parents would recommend our school to others

Withstanding the COVID disruption we experience a high level of parent involvement at community events as well as regular volunteers who work within our school.



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.