

# 2020 Annual Report

## Wee Waa Public School



3416

# Introduction

The Annual Report for 2020 is provided to the community of Wee Waa 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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Wee Waa Public School

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## School vision

At Wee Waa Public, children are offered an excellent all round education.

We believe as educators that learning should be challenging, exciting, surprising and fun. Our school should be a place where all children are expected to succeed with their learning. We believe our school should be a place where children wonder, puzzle, imagine, question and think, either alone or with others.

We believe our school should respect the past, value the present and aim for the future. It should be a place where everyone is courteous, respectful and safe where everyone, staff and students are happy to be at school.

As a result Wee Waa Public should be a place where all children regardless of race, socio economic circumstance or natural ability can say "I'm proud of who I am and of my school, that I do my best to be honest and responsible, to be a good friend, to learn and to enjoy my time at school".

## School context

Wee Waa Public School is situated in the north west of New South Wales, and is part of the Namoi Principals Network. It serves the community of Wee Waa and the surrounding rural district.

Cotton and cereal crops are the district's staple industries.

2020 was a challenging year for all schools with the effects of the Pandemic restricting programs being delivered. All sport and off site activities were cancelled. Staff Professional Learning was restricted to on-line learning and there was a new way to deliver learning with most students engaging with learning from home.

2020 saw the implementation of the Multi-Categorical class with the appointment of a specialist class teacher and a full time school learning support officer.

The school continues as an Early Action for Success (EAfS) school and has an Instructional Leader three days per week and two support teachers to assist the students with their learning. The Assistant Principal position is shared between the substantive Assistant Principal and a relieving Assistant Principal.

In 2020 more than 50% of students identified as Aboriginal.

The school is known for its successes in the area of sport. It is also supported by a very dedicated and hard-working P&C.

## 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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

### Students and Their Learning

#### Purpose

To promote a culture of excellence within the school by providing student centred learning opportunities built upon quality teaching practices which are driven by evidence and data about student learning. Practices which acknowledge prior learning and which encourage students to become independent, engaged, innovative and resilient learners.

#### Improvement Measures

Scout Data to reflect above state average growth for K-2 and 3-6 students.

Plan 2 data to indicate that each year 85% of students in each cohort are achieving the benchmark for their year.

Consistent language of learning is implemented in class observations.

#### Progress towards achieving improvement measures

##### Process 1: Early Action for Success

Ongoing professional training in and implementation of L3 pedagogy across K-2 with a focus on literacy and numeracy. Development of data collection skills to identify and drive student outcomes.

Evaluation	Funds Expended (Resources)
This training has seen teachers upskilled in their delivery of quality literacy programs. The teachers were supported by the Instructional Leader in developing a better understanding of mathematics via demonstration lessons.	\$144,153

##### Process 2: Curriculum

A whole school focus on developing student writing and spelling skills will be supported by implementation of the 7 Steps to Successful Writing program. Focus will then widen to incorporate reading and numeracy.

Evaluation	Funds Expended (Resources)
Implementation of Smart Spelling has seen a consistent approach to teaching spelling across the school.	\$2790
The success of the Seven Steps to Writing program was hindered due to the implications of the pandemic.	

## Strategic Direction 2

Staff, What and How We Teach

### Purpose

All staff within our school must provide a flexible curriculum, have the capacity to implement the National Standards and NSW syllabi and be continually refining the art of teaching through engagement in professional studies to meet the technological demands required for life in the 21st century.

### Improvement Measures

Professional dialogue that occurs during formal and informal meetings to indicate that a culture of high expectations exist across the school.

The School Excellence Framework validates that the school is growing and sustaining in a culture of high expectations, professional learning and assessment

All professional learning opportunities are differentiated, mapped to the Australian Professional Standards and recorded on individual Professional Development Plans and in MyPL.

### Progress towards achieving improvement measures

#### Process 1: Professional Learning

Implementation of an authentic and consistent PDP process, supported by documentation.

Evaluation	Funds Expended (Resources)
All staff engaged with a broader range of professional learning via on line learning and Zoom meetings which has enhanced their understanding of the pedagogy of teaching. The PDP process has become more rigorous and goals set are relevant to the teachers professional growth.	\$1864

## Strategic Direction 3

### Build School Culture and Connections

#### Purpose

*Looking to the past, living in the present with an eye to the future* must be reflective of a constant search for quality engagement with our community. The creation of positive, trusting and respectful school community partnerships are the key to developing this relationship and bond between school and community.

#### Improvement Measures

Attendance rates above 91%

Wee Waa Public School is responsive to the needs of our community through effective engagement and partnerships. This will be evident in Tell Them from Me Surveys, School Satisfaction Surveys, and parent attendance and participation at school/community events.

Increased participation in school events by Indigenous families

#### Progress towards achieving improvement measures

##### Process 1: Cultural Connections

The school will continue to engage with the AECG to build cultural connections and Aboriginal perspectives across KLAs.

- Aboriginal perspectives will be clearly identified and embedded in all school practices and programs
- Address proactively the Attendance gap between Indigenous students and other students.

Evaluation	Funds Expended (Resources)
Quality texts were purchased for the Language program. Resources purchased for in school NAIDOC day celebrations which gave the students a more hands on and inclusive experience. Note: Due to COVID disruptions to the school year many planned activities and support measures were not able to be completed.	\$10,400

##### Process 2: Community Connections

The school will continue to seek P&C support

- Continued high involvement in the school
- Running and maintaining the school canteen
- Promotion of the school in the community

Evaluation	Funds Expended (Resources)
Relationship with the P&C was strengthened through joint initiatives to support student wellbeing and engagement in learning.	\$14,800

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$188 257.00)	Language and cultural program was implemented throughout the school. Students have engaged with the learning and regularly use the language in conversations with teachers and others in the playground.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$92 677.00)	An SLSO provided one on one lessons in Multi Lit and Mini Lit programs to support students who haven't as yet reached expected stage outcomes.  A teacher was employed to support teachers in the classroom and take small groups of students and provide reading and comprehension support across the K-2 area of the school.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$24 118.00)	An SLSO was employed to support students in the classroom to engage with teaching and learning activities.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$286 435.00)	To support students learning an additional classroom teacher was employed to reduce the number of students in each class.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$18 900.00)	Funding was used to support beginning teachers with professional learning opportunities and extra class release time..

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	69	75	69	56
Girls	68	66	65	55

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.9	87.2	87.2	93.3
1	93.6	83.8	90.3	91.4
2	94.4	92.4	86.3	87.5
3	91.5	90	91.3	86.5
4	92.5	90.6	83.5	90.4
5	92.2	91.1	88.9	89.2
6	87.6	87.8	88	87.5
All Years	91.6	88.7	88	89.1
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)	1
Classroom Teacher(s)	6.87
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	3.91

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	100,090
<b>Revenue</b>	2,517,479
Appropriation	2,460,841
Sale of Goods and Services	155
Grants and contributions	56,360
Investment income	124
<b>Expenses</b>	-2,347,305
Employee related	-2,117,615
Operating expenses	-229,690
<b>Surplus / deficit for the year</b>	170,174
<b>Closing Balance</b>	270,264

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	192,603
<b>Equity Total</b>	548,901
Equity - Aboriginal	173,249
Equity - Socio-economic	278,876
Equity - Language	0
Equity - Disability	96,776
<b>Base Total</b>	1,476,686
Base - Per Capita	32,228
Base - Location	31,846
Base - Other	1,412,612
<b>Other Total</b>	267,835
<b>Grand Total</b>	2,486,026

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

All parents, staff and students were surveyed at the conclusion of the 2020 school year. The surveys focused on the best things at the school, the things least liked about the school and what can be improved at the school.

Parents believe there is good access to technology for the students, the students are the main concern for the school with a focus on literacy and numeracy. Parents would like to see a focus on setting core values and high expectations.

Staff believe that the students and the staff are the best things at the school. Staff are seen as supportive to each other, have a focus on achieving the best for the students and a commitment to improving their craft through ongoing professional learning and collaboration with their colleagues.

The students believe the three best things at the school are playing with friends, our staff and sport. The three things they like least at the school are the high school being on site, the fighting between students and the bullying. The students recommendations for improvements is a pool, new classrooms and less fighting.

Covid-19 impacted the school with programs being implemented for improving social skills and staying on track being put on hold or being downgraded. A continued focus for improving behaviour and attitude is in place for 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.