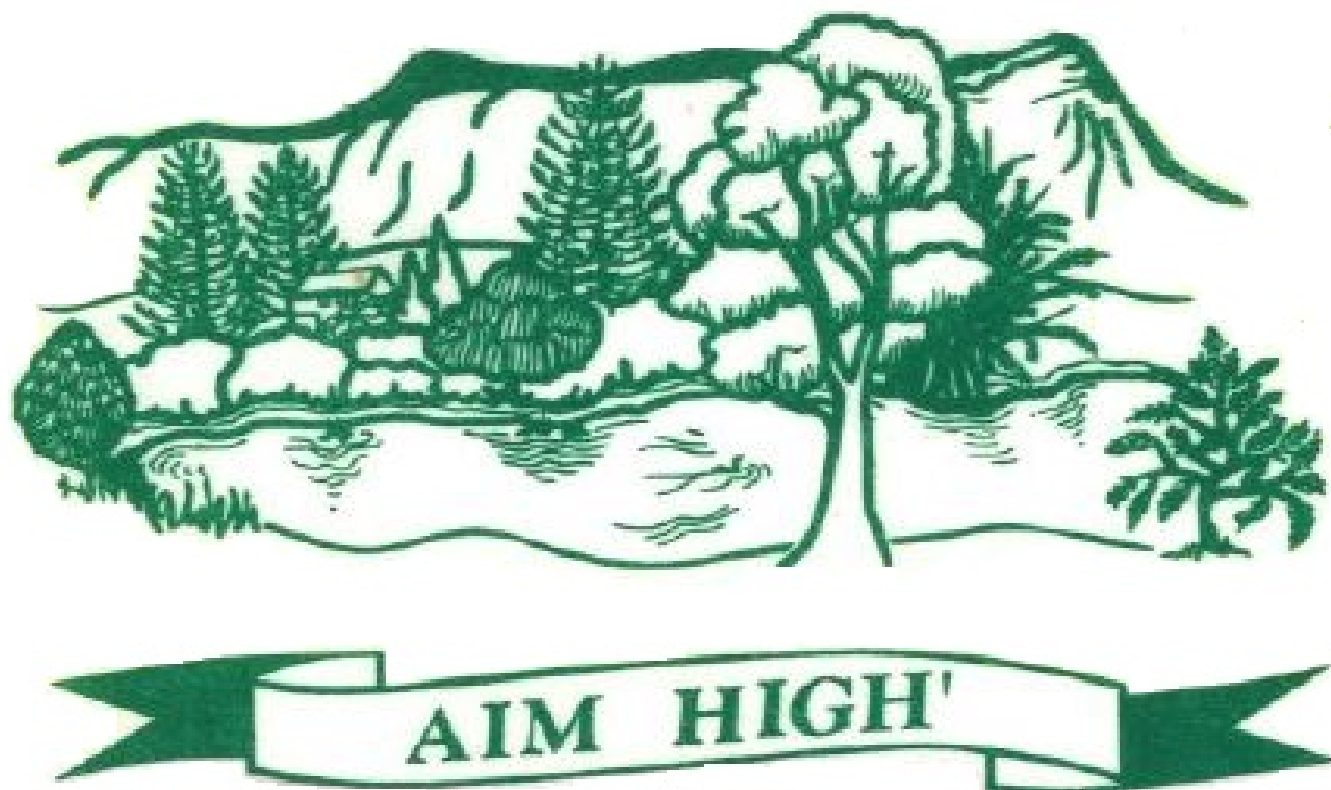


2020 Annual Report

Wiangaree Public School



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Introduction

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

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School strive for excellence in education, with a focus on learning and maintain accreditation through NESA. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1

Growing Future Learners

Purpose

People always need to learn. Wiangaree Public School students are always ready to learn. We deliver high quality teaching and learning experiences every day for every student that is individualised to engage and challenge students to become critical and creative thinkers equipped for the future. We ensure that every student maximises their potential.

Improvement Measures

- Every Individual student will show at least 1years growth for 1 year of teaching.
- Every student will demonstrate growth in PLAN 2
- All teachers demonstrate the use evidence informed practice.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Evaluation	Funds Expended (Resources)
All staff successfully completed the Sounds-write training in November. All staff are implementing phonemic and phonics scope and sequence. This is reflected in all programs, assessment and the monitoring of students progress. All students are individually monitored using the sounds-write assessment, year 1 phonics check and the phonemic awareness assessment available through ALAN. Further professional learning and development of scope and sequences will take place in the coming year on fluency, vocabulary and grammar. All staff are aware of and implementing sounds-write scope and sequence with the support of decodable readers. Assessment will be a focus for the new school plan.	Decodable Readers \$2000 Sounds-write 4 day course for all staff 6 x \$800 = 4,800 Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)• Professional learning (\$3800.00)• (\$0.00)

Process 2: All stakeholders involved in goal setting for every student to reach their personal best in a collaborative way with regular evaluations and reflection

Evaluation	Funds Expended (Resources)
Student progress meetings were held. Approximately 50% of parents attended the meetings and developed student goals. A further 30% of families conducted phone interviews to set goals. Due to COVID restrictions meetings were not as consistent to review plans throughout the year.	Time allocation of half an hour per child after school to conduct meetings

Strategic Direction 2

Embedded approach to Well being

Purpose

All students need to connect, succeed, thrive and learn. We ensure every student is known and cared for in a safe learning environment that promotes positive, respectful relationships to optimise learning across the whole school. We ensure that all students have regular opportunities to develop their social and emotional well being through a planned whole school approach.

Improvement Measures

Surveys of staff, students and the community indicates an improvement in student engagement and wellbeing due to a planned evidenced based approach to wellbeing.

Internal decrease in negative school incidents as positive respectful relationships are evident and widespread.

Teachers know and care for every student, provide support and assistance through using a collective responsibility for students learning success in a shared consultation with parents.

Progress towards achieving improvement measures

Process 1: Develop and implement a whole school integrated approach to student well-being in which students can connect, succeed, thrive and learn at each stage of schooling.

Evaluation	Funds Expended (Resources)
100% of teachers at Wiangaree are aware of and use Positive Behaviour for Learning language in their classroom practice. Weekly lessons are taught in each classroom on a specific afternoon each week. Students expressed they liked the "Aim High" cards and the award boxes for "bronze, silver and gold". 100% of students are aware of the reward and consequence pathway and could explain how it worked.	

Strategic Direction 3

Safe, Supportive Educational Communities

Purpose

Build Capacity of staff to enable students to connect, succeed, strive and learn in a collaborative learning culture.

Improvement Measures

- A significant number of staff attend PD as a joint COLOURSS community
- A strong culture of collaboration and sharing between schools is evident
- Elements of the Wellbeing Framework are embedded within all schools context .
- An increased staff capacity to lead PD across schools to meet the needs of students

Progress towards achieving improvement measures

Process 1: Collaborative and supportive high quality learning:

Provide a diverse range of highly engaging curriculum options for students.

Evaluation	Funds Expended (Resources)
All staff have successfully completed sounds-write training. All staff have begun to implement the program and through initial assessments have successfully identified students needs and adapted programs to suit students need.	See SD1

Process 2: Building Staff Capacity:

Through accessing the expertise of others, strategic professional learning and performance management.

Evaluation	Funds Expended (Resources)
Due to the significant change of events presented to all schools in 2020 with COVID, staff capacity was built through sharing of expertise and knowledge to best meet the ever changing needs of students. From take home packs to digital platforms to present information in the most user friendly format. Staff shared knowledge and resources while gathering feedback from students and parents to develop the best process for delivering educational needs. On numerous occasions parents expressed their appreciation for the 'easy to follow' packs that were sent home.	

Process 3: Communication with Community:

Ensure newsletters focus on celebrating successes, informing parents of learning and deepening the understanding of PBL through the wider community

Evaluation	Funds Expended (Resources)
Due to COVID often this was not included due to the need to communicate other information that was vitally important for the continuation of learning.	

Process 4: Newsletter will inform parents of PBL focus

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Due to COVID often this was not included due to the need to communicate other information that was vitally important for the continuation of learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 588.00) • (\$0.00) 	Through the support and guidance of the "Centre for Effective Reading" identified students were supported through the multiLit program. A high level of support and engagement was recorded. This has had a high impact on students individual reading capabilities.
Low level adjustment for disability	FTE 0.1 Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$6 496.00) • (\$0.00) 	Resources were pooled to provided quality literacy and numeracy programs to meet the needs of all students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4 375.00) • (\$0.00) 	Resources were pooled together to allow for observation of sounds-write implementation to develop understanding and proficient delivery of the program. All staff responded that the observations were valuable and improved their teaching capabilities.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$20 635.00) • (\$0.00) 	Resources were pooled to provided quality literacy and numeracy programs to meet the needs of all students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	17	8	17	16
Girls	10	7	8	11

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.9	87.4	88	96.8
1	92.5	94.9	95.8	90
2	86	92.6	90	89.2
3	91.6	84.9	95.8	91.6
4	91.8	88.7	82.9	88.8
5		90.6	83.3	85.5
6	92.3	90.3	90.8	91.6
All Years	90.9	89.7	88.5	89.6
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		93.2	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)	0.59
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	33,101
Revenue	623,814
Appropriation	614,190
Sale of Goods and Services	5,595
Grants and contributions	3,903
Investment income	124
Expenses	-588,660
Employee related	-516,851
Operating expenses	-71,809
Surplus / deficit for the year	35,154
Closing Balance	68,255

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	105,822
Equity Total	42,656
Equity - Aboriginal	4,588
Equity - Socio-economic	20,635
Equity - Language	0
Equity - Disability	17,434
Base Total	383,127
Base - Per Capita	6,013
Base - Location	1,739
Base - Other	375,376
Other Total	12,352
Grand Total	543,957

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

Wiangaree conducted a 'Satisfaction Survey' at the conclusion of the 2020 school year. 75% of the surveys were completed and returned across student, parent and staff. The survey focused on the following elements current activities, Student Growth and Attainment, Data Informed Practices, Assessment and Staff Collaboration and Continual Learning. Parents, students and teachers overwhelmingly supported the continuation of our current activities including Positive Behaviour for Learning (Aim High cards and level system), parent teacher interviews, end of semester reports, information evenings, newsletters, extra curricula activities with COLOURSS our community of schools. Parents indicated they would like more information shared about the Sounds-Write program, Heggerty's Phonological Awareness and the use of decodable readers.

Students expressed teachers at Wiangaree were able to break lessons up into little parts they could understand and change the lesson to suit their needs. The students felt they needed more support to identify their strengths and weaknesses as learners in literacy and numeracy.

Parents responses indicated:

- 66% of students liked going to school each day, are known and appreciated by staff, and are encouraged to develop their own talents
- 83% of parents agreed they could communicate easily with the school, their concerns were taken seriously and had opportunities to interact their child's teacher.
- 75% of parents strongly agreed that teachers at Wiangaree use a range of teaching methods and the school had a strong focus on literacy and numeracy.
- 90% of parents strongly agreed staff at Wiangaree work as a team, are approachable and pleasant, are always learning and adjusting what they do and are skilled educators.

Staff response indicated:

- 100% of staff strongly agreed staff at Wiangaree work as a team, are approachable and pleasant, are always learning and adjusting what they do and are skilled educators.
- 66% of staff agreed that further work needed to be done on assessment and data informed practices.

Results from this survey have informed the new Strategic Improvement Plan for 2021-2024.

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.