2020 Annual Report

Wingello Public School

3461

Introduction

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

A school of Excellence, Opportunity, Quality Education and Achievement.

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

School context

Wingello School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 22 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is strong and effective and benefits from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 1 part time teacher and 1 part-time school office manager. The school structure consists of an Early Stage & Stage 1 class and a Stage 2 & Stage 3 class with the ratio being 1 teacher to 11 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted students.

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

Strategic Direction 1

QUALITY TEACHING

Purpose

To build the capacity of teachers through shared expertise and professional learning, to respond to the needs of every learner in literacy and numeracy.

Improvement Measures

• Increased % of students average scaled score in PAT reading comprehension.
• Increased % of students average scaled score in PAT maths.
• Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.
• All staff engaged in professional dialogue, collaborative practice, and data use as measured by confidence/satisfaction surveys.

Overall summary of progress

COVID was a major barrier to the Professional Learning of staff in 2020. However, staff improved there skills in on line learning. Collaborative teaching sessions ensured the students were provided with excellent online lesson provided through google classroom. The Learning hub was utilised to contribute to the provision of quality lessons.

Google drive was the means of data collection. PAT data was entered and teacher collaboratively worked together to analysis the data. This formed the bases of lessons delivered to students whilst engaging in online learning.

Progress towards achieving improvement measures

Process 1: **Collaborative Practice**
• Planned combined professional learning meetings across Bong Bong Learning Community (BBLC).
• Teachers participate in classroom lesson planning, observations and feedback across BBLC based on PDP goals aligned to the Australian Professional Standards.
• BBLG collegially developed protocols for observations and feedback.
• Collegial development of teaching and learning programs and sharing of resources.
• Planned stage based meetings for consistent teacher judgement.

Evaluation	Funds Expended (Resources)
Next Steps The schools in the BBLC will continue to use PAT data to inform future directions. Stage Leaders will continue to lead stages in PL based on areas of need in Literacy and Numeracy.	(Resources) The progress we have made is based on the following data: PAT Reading and Maths, S.A Spelling, guided reading, in-class assessments and the introduction of learning progressions. Teachers use a range of data to inform teaching and learning. After analysing the data, we know that in order to ensure best practice and improvement in student performance, a whole school assessment framework is needed in 2020.

Process 2: **2. Using Data to Inform Practice**
• Collection of baseline data across schools in the form of surveys.
• Quality professional learning provided to teachers in the effective use of data.
• All schools to do PAT comprehension and Maths in term 4.
• Regular stage meetings for teachers to share and analyse data.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Next Steps The schools in the BBLC will continue to use PAT data to inform future directions. Stage Leaders will continue to lead stages in PL based on areas of need in Literacy and Numeracy.	(Resources) The progress we have made is based on the following data: PAT Reading and Maths, S.A Spelling, guided reading, in-class assessments and the introduction of learning progressions. Teachers use a range of data to inform teaching and learning. After analysing the data, we know that in order to ensure best practice and improvement in student performance, a whole school assessment framework is needed in 2020.

Strategic Direction 2

QUALITY LEARNING

Purpose

To create classroom practice which promotes high levels of intellectual quality, with the pedagogy clearly focused on learning.

Improvement Measures

 • **Demonstrate growth using Professional Standards for Teachers in the domains of Knowledge, Practice and Engagement.**
 • **Increased proportion of students demonstrating expected growth in Literacy.**
 • **Increased proportion of students demonstrating expected growth in Numeracy.**

Progress towards achieving improvement measures

Process 1: **Develop and Implement a framework of quality pedagogy for WPS.**
 • **Framework based on Visible Learning practices developed.**
 • **High expectations of classroom practice developed including programs, assessment practices using data and feedback to drive learning.**
 • **Opportunities for students to demonstrate learning practices.**
Professional Learning
 • **Whole staff professional learning in Visible Learning through collaboration with other schools, at Staff Development Days and staff meetings.**
 • **Staff professional learning in Numeracy e.g. Mathematics Building Blocks for Numeracy.**

Evaluation	Funds Expended (Resources)
Was not undertaken due to COVID	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Students have made learning progress and/or achieved the Stage outcomes as evidenced in the yearly reports.
English language proficiency		The school did not receive this allocation in 2020.
Low level adjustment for disability		Upon analysis of end of year reports learning progress and success has been made by every student and they have achieved the relevant stage outcomes.
Quality Teaching, Successful Students (QTSS)		There is evidence of challenging learning strategies in all classrooms.
Socio-economic background		There is evidence of the challenging learning strategies in all classrooms. Students can articulate what the learning means for them.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	13	13	9	16
Girls	20	13	8	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	92.8	92.9	93.3
1	96.4	92.1	95.8	94.4
2	96.2	77.3	95.7	92.3
3	98.2	92.8	82.8	93.6
4	91.6	92.4	95.1	90.4
5	90	92.2	100	95.3
6	94.6	90.4	92.9	92.5
All Years	94.6	90.5	93.8	93.5
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)	0.15
Learning and Support Teacher(s)	0.2
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	30,190
Revenue	500,248
Appropriation	477,195
Sale of Goods and Services	225
Grants and contributions	22,764
Investment income	65
Expenses	-476,271
Employee related	-405,601
Operating expenses	-70,669
Surplus / deficit for the year	23,978
Closing Balance	54,168

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	39,253
Equity - Aboriginal	0
Equity - Socio-economic	9,618
Equity - Language	0
Equity - Disability	29,635
Base Total	334,923
Base - Per Capita	4,089
Base - Location	3,153
Base - Other	327,681
Other Total	9,758
Grand Total	383,934

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

2020 saw teachers, students and the school community continue to work together to foster a school culture that is focused on learning and improvement. Each year the school seeks the opinions of students, parents and teachers about the school. This data is used to evaluate and implement initiatives to support the school's strategic directions.

This year we captured the opinions of the school community through the Tell Them From Me Survey, which is developed by the Department of Education Centre for Education Statistics and Evaluation.

Responses were converted to a ten point scale with 10 indicating strongest agreement with the statement.
- Advocacy at school. 7.3
- Expectations for Success. 8.3
- School Pride. 6.7

A Communication Survey was also conducted where responses were tallied. 68.78% of the school community responded to this survey.
- 90% of respondents indicated it was easy to access information about what is happening in the school
- 64% of respondents indicated they would like weekly contact from the school
- 90% of respondents indicated that communications from the school is relevant and consistent
- 100% of respondents indicated that the staff value their contribution to the school.
- 90% of respondents indicated that the school has well developed procedures and processes to support information sharing.

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.