

2020 Annual Report

Wolumla Public School



3479

Introduction

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

Wolumla Public School supports excellence in academic achievement for all students, combined with the development of creativity and wellbeing to become respectful, responsible and happy citizens.

School context

Wolumla Public School was established in 1882 and since its inception has been a centerpiece of the small rural community it serves. Over the years the school has retained a close connection to the local community in which students, staff and families feel a deep sense of ownership and pride.

The primary motivation for all staff at Wolumla Public School is the pursuit of excellence in all that we do. Every student is valued as an individual and the shared relationships between teachers and pupils is one of personal rapport aligned with high expectations. All students are deeply valued in their educational journey, and programming is differentiated to ensure the success of every student. At Wolumla Public School we believe in the subjectivity of personal success and that everyone has different strengths and abilities which require encouragement and nurturing. To this end we offer a broad range of opportunities within our curriculum to meet specific needs. While the driving priorities of literacy and numeracy retain the highest level of importance, we also ensure that students remain thoroughly engaged with their schooling through programs in languages (French), music, sport, technology, drama, art and craft and many extracurricular opportunities such as camps and excursions.

To further meet the individual needs of students, Wolumla Public School has teaching staff dedicated to student learning support. Our learning support team work closely with students who have special needs, along with developing and implementing programs to support all students, to fill gaps in learning. This element of our school is a crucial component of what drives best practice. A driving priority for all staff at Wolumla Public School is the wellbeing of our entire school community. We maintain a close connection to our families and offer support where appropriate to ensure the success and happiness of our students. Our relationships are grounded in a sense of mutual trust in line with the philosophy that 'it takes a village to raise a child'.

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To promote and implement world-class curriculum and assessment using current standards of educational best practice to encourage excellence and reduce educational disadvantage of students from rural backgrounds.

Improvement Measures

Teachers and students collaborate to identify and plot student goals.

Programs are in place which encourage students to become independent learners and take on responsibility for personal growth.

Teachers and Parents have transparent lines of communication in which an 'open class' ideology is embraced.

Progress towards achieving improvement measures

Process 1: Academic independence stimulated through targeting Visible Learning priorities and development of Growth mindset through How2 Learn pedagogy.

Evaluation	Funds Expended (Resources)
While Visible Learning was not formally implemented, elements regarding school context were addressed and adopted.	

Process 2: LaST support programs are developed against outcomes aligned with Learning Progression tracking, and student progress assessed weekly at Learning and Support meetings to inform further interventions.

Evaluation	Funds Expended (Resources)
While outcomes tracked against the Learning Progressions was postponed, Wolumla PS Learning Support programs continued with year 6 transition highly successful. LaST also developed successful transition and support programs for students entering kindergarten.	Access request planning - \$4209

Process 3: Staff PDP's reflect School Plan priorities with learning targeted towards student improvement in literacy and numeracy (L3, TEN)

Evaluation	Funds Expended (Resources)
Little progress with achieving goals within PDP's was evident in 2020 due to unforeseen circumstances with bushfires and Covid 19 causing disruption.	

Process 4: Communication protocols between school and home are clearly articulated and understood, with professional relationships and dialogue established between the school and community.

Evaluation	Funds Expended (Resources)
Annual evaluation highlighted enthusiasm for new communication systems which made feedback faster and easier to access. Parent support for Facebook, SchoolStream and SeeSaw was evident from anecdotal evidence collected, which included conversations, parent/teacher interviews and feedback from P&C.	

Strategic Direction 2

Student Engagement and Community Partnerships

Purpose

To improve the welfare and wellbeing of students, staff and the wider community by developing programs which increase student engagement and encourage strong community partnerships.

Improvement Measures

Teachers develop inclusive classroom and school programs which encourage community involvement and develop social capital of students, staff and the community.

School wellbeing is a priority for the entire school community with students feeling happy, safe and successful at school

Community confidence in the school is increased with community members feeling welcomed and appreciated as contributors to the school goals and purposes.

All stakeholders possess a high level of expectation and understanding that the wellbeing of all school community members is a priority at Wolumla Public School in which students feel happy, safe and successful.

Progress towards achieving improvement measures

Process 1: Staff are included in all decisions made on behalf of students and the school. All staff members are collegially encouraged and supported to be passionate and valued educators.

Evaluation	Funds Expended (Resources)
Covid 19 restricted the effectiveness of PDP's for all staff, however professional development occurred in collaborative planning and leadership around 2021 - 2024 SIP and Situational Analysis.	

Process 2: School community members develop a high level of understanding regarding schools goals and purposes and share in the success of students by being included in programming, decisions and actions.

Evaluation	Funds Expended (Resources)
Engagement and communication across the school community is continuing to improve.	

Process 3: Student's creativity, talent and personal ambition is celebrated and encouraged

Evaluation	Funds Expended (Resources)
While many extracurricular opportunities were cancelled in 2020, Stem activities, sport and creative arts continued to be valued within the school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5389 RAM	Wolumla PS students benefited in 2020 though in class and small group support through the provision of additional LaST and SLSO hours. Using the funding, all PLP's for Aboriginal students were created, modified and tracked and improvements to learning outcomes in literacy and numeracy were evident with positive student and community satisfaction noted.
Low level adjustment for disability	\$31,844 (\$26844 staffing) \$5000 (assistive technology)	Low Level Adjustment for Disability funding was allocated to provide additional support to students with extra learning needs and was put towards staffing costs for in-class SLSO support. In 2020, every class was provided with an SLSO and funding was utilised to support reading, writing and numeracy. Behaviour issues were reduced with students and parents reporting more settled classroom environments. The school also purchased a laptop computer with voice to text software options to support specific learning needs of an individual student.
Quality Teaching, Successful Students (QTSS)	\$16408	QTSS funding was used to provide additional hours for a staff member to team teach a French language program. The funding was spread across the year and all teachers were involved in the delivery of the program while upskilling in the delivery of LOTE.
Socio-economic background	\$32,246	Socio-economic funding was used to pay for extra staffing allocation to support in class and extracurricular education including Stem Groups and in class SLSO support.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	26	34	41	33
Girls	40	47	48	55

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.8	93.6	92.9	96.3
1	95.7	90.7	91.9	92.5
2	87.2	90.1	90.5	94.1
3	94.6	92.5	93.1	94.7
4	92.5	89.5	89.3	92
5	94.3	91.7	89.7	93
6	93.1	96.2	88	94.6
All Years	93.2	92	90.8	93.8
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)	3.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41
Other Positions	1

*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	300,344
Revenue	1,401,027
Appropriation	1,374,172
Sale of Goods and Services	766
Grants and contributions	25,812
Investment income	278
Expenses	-1,396,202
Employee related	-1,240,777
Operating expenses	-155,426
Surplus / deficit for the year	4,825
Closing Balance	305,170

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	128,534
Equity Total	69,479
Equity - Aboriginal	5,389
Equity - Socio-economic	32,246
Equity - Language	0
Equity - Disability	31,844
Base Total	832,424
Base - Per Capita	21,405
Base - Location	18,079
Base - Other	792,940
Other Total	195,346
Grand Total	1,225,784

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

Throughout 2020 community engagement and satisfaction remained high with P&C membership continuing to grow and support for school programs and initiatives evident. While 2020 provided many challenges to the relationships between school and home, our school community was generally satisfied with the direction taken by staff at Wolumla PS. While the issues presented at times caused tension, and did not always align with community desires or expectations, collaboration towards positive outcomes was always apparent.

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.