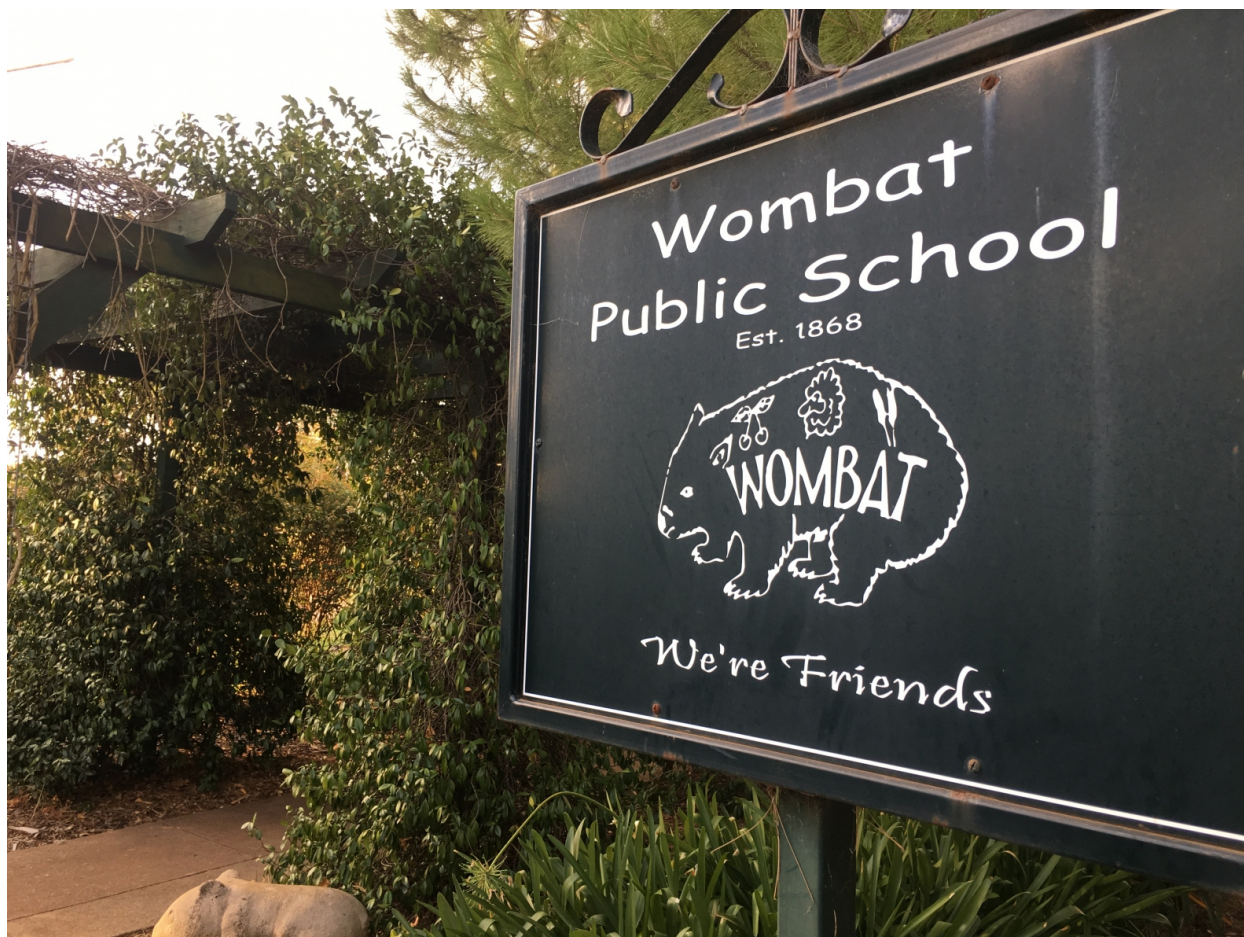# 2020 Annual Report

Wombat Public School

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Introduction

The Annual Report for 2020 is provided to the community of Wombat 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 Wombat Public School we aim to enable children to reach their potential as successful learners and citizens through quality teaching and a strong community partnership. We work together to create a supportive learning environment that encourages positive wellbeing for all parties

School context

Wombat Public School was established 150 years ago and is located in the South West Slopes of the Riverina New South Wales. It is set in the rural village of Wombat which has a population of approximately 250 citizens. The school resides on the traditional land of the Wiradjuri people.

We began 2019 with 21 students enrolled at the school. Staff comprised of two full-time teachers, a Teaching Principal and a Primary Teacher, and also a part-time teacher one day per week, a School Administrative Manager, a General Assistant and numerous volunteers that help to run supportive programs. Two cross-stage classes, infants and primary, gave an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offerd all students include:

- L3 Literacy program in the K-2 classroom
- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to computer ratios

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools, as well as the local High Schools of Young and Murrumburrah to deliver innovative and outstanding academic and social curricula for every student.

The school has an active P&C committee who are committed to supporting the students allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing
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 ensure Wombat Public School creates and maintains high expectations in teaching and learning practices, delivering teaching practices to accelerate learning in literacy and numeracy with differential learning based on formative assessments.

Increasing the themes of identifying growth targets for individual students, using internal progress and achievement data together with the school developing and using embedded and explicit systems that facilitate professional dialogue, collaboration and classroom support driving ongoing, school wide improvement have been identified as a priority from the *School Excellence Framework - Version 2*.

Improvement Measures

The school identifies growth targets for individual students based on the Learning Progressions, L3 data and NAPLAN. As a result of this student data will indicate individual growth.

The school uses moderation and collaborative processes to develop continuity of learning between infants and primary students.

Progress towards achieving improvement measures

Process 1: Develop a whole school process for assessment, moderation and planning. At staff meetings all teaching staff will investigate and evaluate visible learning strategies to implement in the classrooms. Teaching staff will also Investigate sample scope and sequences to renew current school scope and sequences.

Develop a series of observation documents to assess and monitor students against the learning progressions and learning intentions.

Teach students explicit self-evaluation practices.

Evaluation	Funds Expended (Resources)
During 2020 all teaching staff at Wombat Public School participated in Professional Learning and collegial discussions with an Early Action for Success project team based on Quantifying number. During the PL discussions professional understanding of what student success looked like was explored and capacity built in the areas of assessment, planning and explicit teaching. A reading strategy was drafted for Wombat Public School during 2020. This needs to be finalised, professional learning undertaken and monitoring processes put into place to ensure the reading strategy underpins reading instruction in both classrooms There was a continued focus on reading with a whole school strategy Read to 3 program adopted that enables each child to read the same text 3 times building accuracy and fluency. This resulted in positive reading growth for students not reaching expected growth. This will continue in the future. Identified students continued with the reading tutor intervention (Multi-lit) and positive growth was recorded. This will continue in 2021 as a third tier support intervention. Decodable Resources were purchased for K-2 reading instruction and home reading. Furniture was also ordered to update library into a whole school reading room. An assessment schedule was created for all KLA;s and the draft form was trialed in 2020 in the k-2 room. This will be used across the school in 2021.	Regular Tuesday staff meetings with EAfS team through zoom EAfS Instructional Leader (0.2 FTE) SLSO Reading Intervention - 15 hours per week from the below funding sources $30,180 Student books (decodables for class and home readers PM e-readers subscriptions) $769 Classroom resources for literacy and numeracy (subscriptions, dictionaries, resources) $2,013.44 **Funding Sources:** • Literacy and numeracy ($2974.00) • Low level adjustment for disability ($5312.00) • Socio-economic background ($31591.00)

Progress towards achieving improvement measures

The introduction of the assessment schedule will give teachers data to analyze at weekly staff meetings to identify growth and the need for intervention..	

Next Steps

Professional learning in quantifying number to be shared with new staff in 2021. This includes ongoing professional learning discussion, shoulder-to-shoulder teaching and mentoring from the instructional leader.

The Reading Strategy becomes embedded in professional learning and classroom practice during 2021. The Read to 3 strategy becomes an ongoing program for the whole school moving into 2021 as a commitment identified in the Reading Strategy.

Multi-lit will continue for identified students collecting identified Year 2 students not meeting the skill level as identified in the Wombat Public School Reading strategy, in Semester 2.

Decodable resources will be used for all 2021 kindergarten students learning to read, until they are successfully decoding words before moving across to PM readers.

The Assessment Schedule will be embedded in practice during 2021.

Strategic Direction 2

Positive Wellbeing

Purpose

To create a positive and supportive environment within the school to support the wellbeing of all students and staff so they can connect, thrive, succeed and learn.

Positive, respectful relationships being evident and widespread among students and staff and promoting student wellbeing to ensure optimum conditions for school learning across the whole school. Also the school providing and facilitating professional learning that builds teacher's understanding of effective strategies in promoting positive wellbeing have been identified as a developmental direction from the *School Excellence Framework - Version 2.*

Improvement Measures

Data will reflect less anti-social behaviours.

Student, parent and staff feedback reflects positive views of school.

Progress towards achieving improvement measures

Process 1:   Develop and implement a structured and consistent rewards-based wellbeing process.

Celebrate and acknowledge staff success.

Evaluation	Funds Expended (Resources)
During 2020, COVID drastically impacted the wellbeing of students, parents and staff of Wombat Public School. The exploration and update of policies and procedures were put on hold and the communication between families and staff around student wellbeing, particularly when learning from home was a priority. As we had less community events, such as sports carnivals, excursions and volunteer programs running within the school a priority was on keeping students active and interested within the school run programs. Data from staff and parents were gathered during 2020 to gather data for the 2021-2024 school planning process. On a scale of one to ten the average was as below How well the school caters for student's learning - Average 9.13 Student engagement in own learning - Average 6.53 Effectiveness of Teaching - Average 9.07 Supporting students wellbeing to Connect, Thrive, Succeed and Learn - Average 8.87 Encouraging partnerships with families and communities - Average 9.27 Effective use of Technology - Average 9	2020 Parent Evaluation School Code of Behaviour

Next Steps

Through community discussion update procedures for the Wellbeing Policy.

Strategic Direction 3

Digital Literacies

Purpose

To strengthen teacher and student understandings of digital technologies and how these can be implemented across the school curriculum.

Improvement Measures

Teachers will increase their understanding and confidence of Australian Curriculum Digital Technologies and incorporate digital technology into their teaching practices.

Teachers will trial innovative or evidence-based, future-focused practices.

Progress towards achieving improvement measures

Process 1: Wombat Public School teaching staff will engage in a professional development in future-focused practices.

The school will incorporate STEM learning through the addition of technology resources and the support of a cohort of small schools.

Evaluation	Funds Expended (Resources)
Staff refreshed some of the professional learning undertaken in 2018 on technologies and future focused teaching strategies through online support pages on the g-suite technologies to support teaching and learning through the COVID shutdowns when students were learning from home. The school was eligible to receive two laptops through the devices for teachers pilot which meant that all teachers in the school had a device they could use for planning and use when working from home during the COVID shutdown period. During COVID student laptops were sent home and every student had a device that allowed them to be online for classes.	Devices for Teachers Pilot - 2 HP laptops for teachers. 2 x interactive panels for the school, on moveable trolleys (plus updated laminator and binder) - $9,392 Professional Learning courses - $995 PL - Casual costs - $4,731.21 Resources for students - $160 **Funding Sources:** • Socio-economic background ($31591.00) • Professional learning ($5031.00)

Next Steps

Continue using skills and technology support that was relied on during COVID to enhance student engagement during classes.

Key Initiatives	Resources (annual)	Impact achieved this year

Low level adjustment for disability	Low level adjustment for disability
	
	    - FTE 0.1 - support teacher days
	
	    - Flexible funding $5,312
	
	SLSO - 15 hours per week - $30,180
	
	Funding Sources:
	• Low level adjustment for disability ($16 251.00)
		The Multi-Lit Reading Tutor program resulted in student growth with some students being able to be moved off the program.

Quality Teaching, Successful Students (QTSS)	Release Teacher - $10,938 **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($3 828.00)	1 day per week was staffed by a release teacher to give both classroom teachers release. This enabled teachers to spend time planning, marking and preparing quality learning activities.
Socio-economic background	SLSO cost - $30,180 (Low level adjustment $5,312 remainder from socio-economic background - $24,868) Technology (boosted from operational funding) $9,392 **Funding Sources:** • Socio-economic background ($31 591.00)	SLSO hours resulted in individual student growth and technology allowed teaching to be successful through COVID shutdowns and to update old technology in the classrooms for the benefit of all students in the school.
Support for beginning teachers	NIL **Funding Sources:** • Support for beginning teachers ($0.00)	NIL

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	11	7	9
Girls	18	15	11	10

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.9	94.8	90.9	92.1
1	93.5	99	97.9	85.4
2	94.8	92	99.3	98.9
3	78.5	91.6	93.4	98.3
4	78.5	85.4	83.1	91
5	93.9	70.5	91.7	92.6
6	53.8	91.1	90.6	94.7
All Years	89.3	90.8	92	91.4
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)	0.62
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.72

*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	111,570
Revenue	438,348
Appropriation	431,112
Grants and contributions	7,165
Investment income	71
Expenses	-442,072
Employee related	-382,915
Operating expenses	-59,157
Surplus / deficit for the year	-3,724
Closing Balance	107,846

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	47,842
Equity - Aboriginal	0
Equity - Socio-economic	31,591
Equity - Language	0
Equity - Disability	16,251
Base Total	365,225
Base - Per Capita	4,329
Base - Location	1,173
Base - Other	359,723
Other Total	12,578
Grand Total	425,645

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

Data from staff and parents were gathered during 2020 to gather data for the 2021-2024 school planning process. On a scale of one to ten the average was as below

How well the school caters for student's learning - Average 9.13

Student engagement in own learning - Average 6.53

Effectiveness of Teaching - Average 9.07

Supporting students wellbeing to Connect, Thrive, Succeed and Learn - Average 8.87

Encouraging partnerships with families and communities - Average 9.27

Effective use of Technology - Average 9

Comments submitted included:

- High School Transistions

- Encourage children to go beyond what's required to learn more about topics

- Clear goals and Clear learning pathways

- Clear intentions and information given back to students

- Encouragement given in exceptional

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.