

2020 Annual Report

Wongarbon Public School



3487

Introduction

The Annual Report for 2020 is provided to the community of Wongarbone 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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Message from the principal

The Annual Report for 2020 is provided to the community of Wongarbone Public School as an account of the school's operations and achievements throughout the year and is evidence of our ongoing commitment to improving student learning and wellbeing. 2020 has brought with it some of the greatest changes to our educational delivery with the impact of the COVID 19 pandemic. Despite this, our students have continued to approach learning in a positive manner, always trying their best. The school has appreciated the dedication and support provided by the P&C. The community has continued to support the school contributing to special days, attending our school celebrations before COVID restrictions were put into place.. I would like to acknowledge and thank the dedicated teaching and support staff who have worked tirelessly over the past year to ensure each child is given every opportunity to reach their full potential. Staff at Wongarbone Public School willingly go above and beyond to nurture each individual student and to ensure they are offered a diverse range of experiences and opportunities. Students engaged in remote learning and regular classroom instruction and have continued to add to their skills and knowledge in Literacy and Numeracy. I became the substantive Principal of Wongarbone Public School in Term 4, 2020 and I am very proud to lead, and be a part of this learning community.

Jody Hall

School vision

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

School context

Wongarbon Public School with an enrolment of 59 students, 27% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of laptop computers and broadening connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbon Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

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

Strategic Direction 1

Active and Engaged Learners

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals.

To develop critical and creative thinking and communication skills in becoming 21st Century Learners.

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

Improvement Measures

Increase the proportion of students achieving proficiency in the top two NAPLAN bands in Reading and Numeracy.

All students make value added growth across the Learning Progressions.

Differentiation evidence in teaching and learning programs.

Improved levels of student wellbeing and engagement.

60% of students achieving at, or exceeding year level in writing based on the Literacy Progressions

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Q- What does the data say? D- Learning progressions, Internal data, observation notes A- I	Use of Instructional leader to support the data collection and analysis.
Q- Can all students articulate their learning? D- Survey T3 T4 comparative data, A - I couldn't locate the initial surveys so an accurate analysis is not possible. I- This was not authentically implemented due to changes in leadership and time constraints.	

Process 2: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students.

Evaluation	Funds Expended (Resources)
Q - What observations were done on interventions?	

Progress towards achieving improvement measures

D - There is little data on any observations.

A - There have been 3 leaders at Wongarbone PS over 2020 and upon analysis, this has had an impact on this process. It has been determined that this will be formally addressed as a part of the next planning cycle where consistent leadership will be evident.

I - As a result of classes being reshuffled due to long term absences of a staff member in terms 3 and 4 formal observations were not undertaken.

Process 3: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Q - Did all students connect, succeed and thrive in each stage of their learning?</p> <p>Q - Was there a whole school integrated approach to wellbeing?</p> <p>D - Students appeared to be connected with their learning but there is a lack of formal data to support this.</p> <p>D - There is no whole school approach to wellbeing integrated across the school and this was identified at External Validation panel meeting.</p> <p>A - a whole school approach to wellbeing where all stakeholders are aware of and familiar with needs to be developed. This will be a strong focus for 2021.</p> <p>I - Leadership changes impacted upon the ongoing development and monitoring of successful implementation of wellbeing practices and processes at Wongarbone.</p>	

Strategic Direction 2

Teacher quality and pedagogical excellence

Purpose

To provide high quality pedagogy to the students of Wongarboron Public School through a range of evidenced based, contemporary teaching practices.

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning within a flexible, reflective, relevant, dynamic and differentiated curriculum to meet the diverse needs of our students, staff and community.

Improvement Measures

Increased use of evidence informed pedagogy by all teachers.

Revised teacher supervision measure that includes lesson observations, program evaluation and evidence of professional learning with Performance and Development Plans being applied to teaching and learning once a term.

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on proven research to develop and implement high quality professional learning in literacy and numeracy teaching programs.

Evaluation	Funds Expended (Resources)
<p>Q - Was proven research used to develop and implement high quality professional learning in Literacy and Numeracy programs?</p> <p>Q- Do staff refer to any research to support their programs?</p> <p>D - There has been limited involvement using proven research to support pedagogical change.</p> <p>A - staff supported the implementation of the introduced programming template and will use them in their planning in 2021. This will be the development of a whole school approach to programming.</p> <p>I - Staff were given copies/examples of 3-6 proformas for Literacy but were waiting on the K-2 version.</p>	Utilised an executive form another local school to share programming format/proformas.

Process 2: Collaborative Practice

Develop and implement collaborative processes for consistency in programming processes and teacher judgement, including the literacy and numeracy learning progressions.

Evaluation	Funds Expended (Resources)
<p>Q - Are collaborative practices and processes evident within the school?</p> <p>Q - Does teacher judgement include the use of progressions when assessing students?</p> <p>D - The completed development of scope and sequences.</p> <p>D - This occurs in Week 5 and 10 for Plan 2. in K-2.</p>	

Progress towards achieving improvement measures

A - Staff are more informed when efficaciously planning for teaching and learning.

A - Instructional leadership in 3-6 is an area of need.

I - Collaboration and teacher judgement using the progressions were impacted by unforeseen staff changes.

Process 3: Professional Learning

Provide professional learning opportunities to staff that develop student outcomes in line with the School Plan and student needs.

Evaluation	Funds Expended (Resources)
<p>Q - Did staff participate in professional learning?</p> <p>Q - Was there a change in practice as a result of the professional learning?</p> <p>D - Staff survey</p> <p>A - All staff completed feedback on VR professional learning.</p> <p>A - Staff will implement a consistent approach to programming in Literacy and Numeracy in 2021.</p> <p>I - Not all staff are confident but they are willing to engage in further PL to enhance their understanding.</p>	

Strategic Direction 3

Effective Connections

Purpose

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve student wellbeing and outcomes within school and the broader community.

To engender a caring, tolerant, inclusive and collaborative school community while embedding a system of values and a culture of success.

Improvement Measures

Improved student wellbeing and increased student engagement through the establishment of quality relationships.

Increased levels of innovative strategic community learning partnerships and consultation.

Measured responses to 2018 introduced Facebook page.

Increased timely parent/community response to school information, surveys, interviews, correspondence and school activities.

Progress towards achieving improvement measures

Process 1: Community Connections

Actively seek opportunities for the school to engage with the local and broader community to enhance the learning and well-being of staff and students.

Evaluation	Funds Expended (Resources)
Q - Were all celebrations formally recognised? D - All students participated in celebratory events. A - Parents, students and staff supported the changes to what were historical events. I - Annual celebration of student success was formally recognised despite the change of venue and limited parent involvement due to restrictions.	Year 6 farewell End of Year Presentation Day awards End of year celebration (whole school) Movies

Process 2: Other Links

Further develop the shared learning opportunities of the Wellington/ Dubbo (WEDU) Small Schools Network.

Evaluation	Funds Expended (Resources)
This has been affected by COVID restrictions.	

Process 3: Communication

Establish practices to ensure all forms of communication are relevant and current.

Evaluation	Funds Expended (Resources)
Q - Has communication for staff increased? Q - Has the community been more informed? D - All staff are informed of daily school events.	

Progress towards achieving improvement measures

A - Staff value being regularly more informed.

I - New Principal not familiar with School Stream so the SAM is the only person actively providing communication

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional support for staff</p> <p>NAIDOC celebrations</p> <p>Teaching resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$18 000.00) 	<p>Equity funds were pooled to employ an SLSO to support small group learning.</p> <p>In addition, to a 1.0 teacher was employed for additional release from face-to-face for staff to prepare any additional support for students.</p>
Low level adjustment for disability	<p>Decodable readers purchased -\$445</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$6 000.00) 	<p>Employment of SLSO to support individual students in Literacy and Numeracy and behaviour management.</p> <p>Future directions will include a continued focus on Wellbeing approaches that support students at a small school. It will also include improvement to literacy and numeracy teaching strategies in 2021 with the employment of an additional teacher.</p>
Socio-economic background	<p>Additional staff</p> <p>Transport cost</p> <p>Cost of participation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$57 000.00) 	<p>Students demonstrated academic growth across the progressions as a result of interventions and differentiation programs. This is an impact from employing an additional teacher.</p> <p>Principal support time has been used to develop school improvement to teachers to allow online professional learning in response to COVID.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	37	32	39	37
Girls	23	20	20	21

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	92.4	90.8	96.1
1	93.9	93.9	91.3	87.5
2	94.9	95.7	95	92.9
3	94.9	92.8	92.4	90.9
4	97.7	94.5	88.6	91.2
5	97.4	95.2	95.2	88.6
6	93.8	95.6	91.7	97.2
All Years	95.4	94.2	92.1	91.9
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)	2.49
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*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	97,103
Revenue	1,016,444
Appropriation	1,010,060
Sale of Goods and Services	227
Grants and contributions	5,856
Investment income	301
Expenses	-928,321
Employee related	-840,868
Operating expenses	-87,453
Surplus / deficit for the year	88,123
Closing Balance	185,226

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	110,692
Equity - Aboriginal	25,322
Equity - Socio-economic	68,255
Equity - Language	0
Equity - Disability	17,114
Base Total	695,925
Base - Per Capita	14,190
Base - Location	13,978
Base - Other	667,758
Other Total	173,965
Grand Total	980,582

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

All stakeholders have participated in a feedback process and the information gathered has been presented below.

Parents/Community

- The school is a positive safe environment
- Student success is acknowledged and published
- Staff are caring toward students
- The school has high expectations

Students

- They are happy to attend school
- Staff treat them fairly
- They get assistance when needed
- They achieve success in their learning

Staff

- They would like more access to face to face training
- The school is well-resourced.

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.