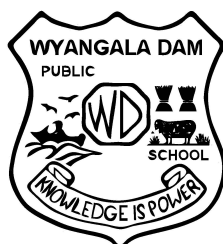


2020 Annual Report

Wyangala Dam Public School



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Introduction

The Annual Report for 2020 is provided to the community of Wyangala Dam 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

Wyangala Dam Public School

Waugoola Road

WYANGALA, 2808

www.wyangalada-p.schools.nsw.edu.au

wyangalada-p.school@det.nsw.edu.au

6345 0804

School vision

To empower all students to embrace learning, achieve their personal best and be active citizens.

School context

Wyangala Dam Public School is situated 40kms east of Cowra on the Lachlan River. The school has been operating since 1929 and currently seven students are enrolled at the school, being all the children in the community.

In 2020, two teaching staff and two support staff support all students in their learning. Students are provided individualised learning opportunities by the dedicated teaching and support staff.

Students connect with their community through initiatives operating from the school.

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

Strategic Direction 1

Quality Learning in Partnership

Purpose

To provide a whole school community focus on the delivery of quality learning experiences that are differentiated, enabling students to develop strong identities as self-directed learners.

Improvement Measures

Every child gains a year's growth through a year's learning.

Improved levels of student wellbeing.

Increase the number of community partnerships that support student learning and engagement.

Progress towards achieving improvement measures

Process 1: What Work Best: High Expectations

Curriculum and Learning

Deliver high quality, student centred learning experiences which enable students to understand how they learn and to set and achieve individual learning goals that match their ILP's.

Evaluation	Funds Expended (Resources)
Student progress is tracked every 5 weeks with all students achieving growth. Assessment data informs future focus areas for each student. Students and teachers work very closely and adjustments are made on a daily basis to student learning goals.	Teacher Release from Face-to-Face time and collaboration with the Early Action for Success Instructional Leader was used to ensure tracking was updated and programs put into place to ensure student growth. Funds were allocated to an School Learning Support Officer for two days a week to support student learning in literacy and numeracy.

Process 2: What works Best: Wellbeing

Student Wellbeing

Provide a learning environment that supports the social curriculum for student wellbeing where they can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Students participate in a well-being program across K-6. The school applies the Department of Education 'Code of Conduct for Behaviour' for all students. Attendance is consistently 88% or above and our negative behaviour incidents are negligible.	Due to this initiative being undertaken by current staff and resources, no funds were allocated to this activity.

Process 3: What works best: Collaboration

Community Partnerships

Strengthen and explore new and existing ways to connect with the community, in order to sustain the school's identity and provide diverse learning opportunities for the students that impact learning.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Parents and community are an integral part of our school community. This year our school community worked together to attend carnivals, Fundraising and other community events. Our P&C is an active and positive element of our school community.

Next Steps

In 2021, an assessment schedule will be developed and implemented to ensure summative and formative as well as internal and external assessments are conducted throughout the year. A formal behaviour policy to be developed in consultation with all stakeholders.



Strategic Direction 2

Quality Teaching in Partnership

Purpose

To promote and maintain an engaging teaching environment that develops strong literacy and numeracy foundations that are underpinned by a positive and collaborative school culture of high expectations.

Improvement Measures

Teaching programs demonstrate the use of explicit teaching using evidence based strategies.

Systems and processes are established to collect and collaboratively analyse individual student data. This data analysis will drive programming and forward planning.

Progress towards achieving improvement measures

Process 1: What works Best: Explicit Teaching

Explicit Teaching

All staff set explicit goals for each student's learning in their ILP. Their teaching program strategically targets Literacy and Numeracy to improve outcome based learning.

Evaluation	Funds Expended (Resources)
Evidence based differentiated teaching and learning programs are implemented to provide quality teaching and learning experiences.	Funds were allocated to employ a teacher one day a week to develop and implement a range of quality of teaching and learning. Collaboration with the Early Action for Success Instructional Leader enabled programs to be put into place to ensure student growth.

Process 2: What works Best: Collaboration

Professional Learning

Professional learning supports the development of staff to build their skills in explicit teaching practices through the Quality Teaching Rounds to underpin literacy and numeracy progress.

Evaluation	Funds Expended (Resources)
A focus on Quality Teaching Rounds did not go ahead due to COVID restrictions. Professional Learning in collaboration with the principals within the Cowra Small Schools Network became a focus in Semester 2	Funds were used to employ a teacher one day a week in Term 3 and 4 for the principal to work with other principals within the network.

Next Steps

In 2021, all teachers will participate in Quality Teaching Rounds with other small schools within the Cowra network. Regular Professional Learning for all staff within the school will be implemented.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$13 341.00) 	<p>This funding was used to employ additional staffing to enable a specific focus on individual learning needs for students. As a result student support in reading and mathematics was enhanced to enable direct instruction.</p> <p>Second teacher all year - 2 days a week (Thursday, Friday)</p> <p>Third teacher semester 2 - 1 day a week (Wednesdays)</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$766.00) 	<p>This funding was used to support staffing that enables additional teaching instruction. The impact of this was that students had increased achievement in their learning goals.</p> <p>School Learning Support Officer - 2 days a week all year (Thursday Friday)</p> <p>School Learning Support Officer employed an extra day from Term 2 (Monday)</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$6 445.00) 	<p>This funding was used to increase opportunities and support extra curricular learning for all students. As a result, students participated in a range of online and in school activities.</p> <p>School Learning Support Officer - 2 days a week, all year (Thursday, Friday)</p> <p>School Learning Support Officer - 1 day a week from term 2 (Monday)</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	1	1	2
Girls	3	4	3	5

Student attendance profile

School				
Year	2017	2018	2019	2020
K		83.2		
1	78.5		87.5	
2	90.3	87.4		90.4
3	98.4	61.5	90.6	
4	100	97.9		93.8
5	96.8	81.3	93.8	100
6	91.4	98.9	92.7	75.4
All Years	93.4	86.9	91.1	88.9
State DoE				
Year	2017	2018	2019	2020
K		93.8		
1	93.8		92.7	
2	94	93.5		92
3	94.1	93.6	93	
4	93.9	93.4		92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.8	93.4	92.7	91.9

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)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	12,903
Revenue	358,445
Appropriation	353,183
Sale of Goods and Services	217
Grants and contributions	5,035
Investment income	9
Expenses	-366,064
Employee related	-316,898
Operating expenses	-49,166
Surplus / deficit for the year	-7,620
Closing Balance	5,283

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	19,786
Equity - Aboriginal	0
Equity - Socio-economic	6,445
Equity - Language	0
Equity - Disability	13,341
Base Total	311,079
Base - Per Capita	962
Base - Location	6,664
Base - Other	303,453
Other Total	21,395
Grand Total	352,260

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

Parent/caregiver feedback indicated that the school continued to be a positive place for all students to learn. Communication continued to be a strength, which was vital during 2020.

Student feedback indicated that Wyangala Dam Public School was a happy and safe place to learn. They commented that the school was a place where they felt they belonged and were always given opportunities to participate in a range of activities.

Staff indicated that the school continued to provide optimal learning opportunities tailored to students individual learning needs.



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.