

2020 Annual Report

Zig Zag Public School



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Introduction

The Annual Report for 2020 is provided to the community of Zig Zag 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

The school's vision statement: "Learning for Life":- highlights our aim to ensure that every child is engaged and motivated to learn.

Our teaching and learning is future focused and individual; and is aimed at equipping our students to develop into successful 21st Century learners.

School context

Zig Zag Public School (ZZPS) is located in Oakey Park, Lithgow. The enrolment of the school is currently at 93 students, which is the result of a steady population growth over the past six years.

ZZPS has a strong peer support and student leadership program which targets the qualities and needs of individual students.

The school has a socio economic FOEI of 137 and an Aboriginal population of 14%. School programs are aimed to provide opportunities for personal development and growth through a range of school responsibilities and experiences.

The school has a committed approach to the wider school community ensuring an ongoing affiliation with the local AECG group and Lithgow WGECC Principal's group.

All school programs have a high emphasis in upholding the mission statement of "Learning for Life", catering for all facets of a child's life: being academic, social, and emotional development. The school has an established environmental education program, with involvement in many environmental initiatives, enhanced by the Stephanie Alexander Kitchen Garden program.

Our students are 21st Century learners, incorporating the use of technology and hands on experiences in creative, diverse, purposeful ways to demonstrate and apply their learning.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

TEACHING & LEARNING EXCELLENCE

Purpose

LEARNING:

To provide a whole school approach to the delivery of quality learning that is focussed and differentiated for all students. This will create a learning environment that is driven by high expectations for all students and a culture of responsibility for learning.

TEACHING:

Student learning is underpinned by high quality and skilled teachers who inspire lifelong learning. Our purpose is to create a professional environment which is supported by collaborative, evidence based teaching strategies and methodology; where Literacy and Numeracy is the focus for improvement.

Improvement Measures

Increase the proportion of students achieving proficiency In Literacy and Numeracy

Visible Learning strategies are being used across all classrooms with evidence of Learning Intentions, Success Criteria and Explicit Feedback being implemented.

Progress towards achieving improvement measures

Process 1: LEARNING:

Whole School approach targeting a focus on explicit teaching of Reading, Language, Writing and Numeracy.

TEACHING:

Teachers engage in professional learning to develop skills in data analysis, consistency in teacher judgement and future focussed philosophy.

Evaluation	Funds Expended (Resources)
<p>The existing school plan saw the implementation of whole school improvement in curriculum delivery. The first two years we had a major focus on English, creating a whole school scope and sequence based on Focus Areas which were identified through NAPLAN Analysis and Smart Teaching Strategies. The focus included development of Scope and Sequences, Programming documents; Curriculum Support Website; Data and Assessment strategies and schedule. Staff were up skilled for deep knowledge and understanding of the curriculum. Teachers have been up-skilled in their use of the syllabus to deliver explicit teaching. Over the three year period isolated classroom programmes have been replaced by collaborative whole school programming which has transformed the way we work as a team of teachers working collaboratively.</p> <p>In the final year of the current school management plan cycle, our focus moved from Literacy to Whole School Numeracy. The success and momentum experienced in Literacy PL allowed for the continued shift in school culture. Staff saw the benefits of working collaboratively and agreed to undertake two formal professional development courses to coincide with the School's collaborative teaching practice of Mathematics.</p> <p>The strengths of co-ordination and cooperation gained has evolved into a Collaborative model for Teaching and learning improvement for Mathematics.</p> <p>Programming support documents have been developed to provide a whole school strategy for programming and syllabus implementation.</p>	

Progress towards achieving improvement measures

The use of the eight What Works Best themes is integrated into Maths Unit Planning flowchart which aims to embed evidence based teaching and learning strategies to enhance learning outcomes for students. This has allowed data informed practice to become a priority and weekly data meetings are now part of the school practice. Classroom teachers are using assessments to notice patterns and identify need and to plan for whole class teaching and learning need.

The end result is data informed, collaborative practise. Teachers have identified that they need to be more skilled in their use of data to inform practice.

Term Four 2020

Comparison of Internal and External Reading Data

Towards the end of the current School Plan Cycle a wider collection of assessment was implemented in order to undertake a thorough gap analysis of the skills required for reading. These assessments diagnosed skills of Phonemic Awareness, Phonics, Vocabulary Skills, Fluency, Accuracy and Comprehension. Assessments were chosen that are norm or criteria based.

Previous triangulation of NAPLAN data was showing discrepancies to Teacher Judgement (PM Benchmarks and Literacy Progression). While we knew a mismatch was there, we hadn't uncovered a way to delve deeper into why. The hunches had been that the mismatch may have been due to unfamiliarity with sitting the test. This informed a Bump It Up Strategy based on giving students more experience and explicit instruction in the unpacking and strategies to apply their knowledge to the question at hand.

By viewing the results of the collection of assessments in a spreadsheet, we have realised that our students have low fluency rates, poor vocabulary and phonics and these deficiencies directly relate to comprehension results.

These understandings give a clear understanding of what the next cycle of school planning needs to include.

Maths

During 2020 the work from previous years has brought us to a pinnacle of understanding; informing the next steps we needed to take. Whole school planning; scope and sequences, and; systems for documenting lessons and programming were all in place and being used by all staff.

The next step was to increase the use of data to inform teaching and work more collaboratively to increase capacity.

We chose to implementing a Collaborative Maths Project focussing on these domains. As one of our weakest whole school areas in 2019 NAPLAN was the sub-strand of Data; from Statistics and Probability we chose to apply the strategy in this area first. Check-In results for 2020 showed significant improvement in both Year Three and Year Five results. Confirming that our strategy had strong and positive impact. We are now applying the strategy systematically to all areas of Maths.

In the next School Planning Cycle we will develop a strategy to apply what has worked for creating growth in Maths; towards Reading.

Strategic Direction 2

LEADERSHIP TO - CONNECT, SUCCEED, THRIVE

Purpose

Fostering a school wide, future focused culture which supports the growth and development of our students.

Where the wellbeing for all individuals is understood and is the direction for school improvement.

Where community connection is valued and enhanced; enriching the existing Zig Zag ethos by offering something different for our students.

Improvement Measures

Increased percentage of parents, caregivers and the community engaged in student learning.

Increased levels of Student Well Being.

Progress towards achieving improvement measures

Process 1: Develop Programs that encourage School Community Consultation, Culture and Connections.

Evaluation	Funds Expended (Resources)
<p>The Wellbeing Strategic Direction is progressing well and although it ticks away slowly in the background of Strategic Direction 1, it is imperative that improvement is made in this direction, in order for Students to make growth and for Teachers to build their capacity and understanding in this area</p> <p>This is because children can't be productive learners if they aren't happy, motivated, understood and cared for.</p> <p><i>The primary purpose of this direction was fostering a school wide, future focused culture which supports the growth and development of our students.</i></p> <p><i>Where the wellbeing for all individuals is understood and is the direction for school improvement.</i></p> <p><i>Where community connection is valued and enhanced; enriching the existing Zig Zag ethos by offering something different for our students.</i></p> <p><i>1/ Develop Programs that encourage School Community Consultation, Culture and Connections</i></p> <p><i>2/ Provide professional development for staff in order to implement the wellbeing needs of our students.</i></p> <p><i>3/ Develop understanding amongst staff of the Wellbeing Framework and implementation of a whole school approach to student wellbeing..</i></p> <p>The highlight of our achievement is the continual quest for knowledge and professional development concerning Trauma Informed Practice. As a team of teachers, we have a deeper understanding of the impact Trauma has on the students we teach and this has directly impacted on the approach, the strategies and the overall management of behaviour across the school context.</p> <p>Our connection with families and the wider community has been very restricted by COVID and has now taken a backward direction.</p> <p>Home Learning forced a stronger home school connection through the need for the parental involvement in learning, however, continuation of this momentum has stopped when students returned to school and parents</p>	

Progress towards achieving improvement measures

returned to work.

On the whole we believe families are satisfied with what the school does- this is obvious with the attendance at school functions however disinterest in consultation , curriculum and school planning will be a target for our next round of school improvement.

Process 2: Provide professional development for staff in order to implement the wellbeing needs of our students.

Evaluation

Funds Expended (Resources)

Creating conditions for a focus on student's *WELL BEING* contributes to the development of the child.

- Ensuring that our whole school approach to well being covers areas of self-regulation, social emotional learning, PAX and social issues such as bullying and cyber safety. Explicit teaching of these skills in order to provide the students with healthy coping strategies to develop resilience that will support their ongoing well being.
- A scope and sequence to implement various practises such as mindfulness, brain breaks and active breaks so that we have a bank of strategies embedded in our daily teaching practises.
- Student's sense of belonging at Zig Zag is enhanced through positive teacher-student relationships and whole school activities that promote social and emotional skill development and peer relationships.
- Specific, explicit anti-bullying measures through teaching and learning programs with explicit school wide system to teach and expect positive behaviour for learning. Implementing effective strategies such as firm disciplinary methods, playground supervision and identifying and addressing bullying behaviours.
- Part of this is sharing and learning with the community. Participating with the Lithgow School Network in restorative justice practises will develop the connection with families and the wider Lithgow community in order to develop the skills required to be responsible citizens of Lithgow community.
- Development of a diagnostic tool to assist teachers recognise academic or mental health barriers to support the school to meet student need and provide the intervention and support they require.

Process 3: Develop understanding amongst staff of the Wellbeing Framework and implementation of a whole school approach to student wellbeing.

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Progress towards achieving improvement measures

the skills required to be responsible citizens of Lithgow community.

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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$15 258.00) 	<p>An annual schedule and clear processes for parent consultation and communication has enhanced community connection and involvement in student learning. Home Learning enhanced this for some students and inhibited it greatly for others. As a school we increased levels of parent communication to include an electronic school sign and utilized the See Saw App for connecting learning at school with home.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$17 579.29) 	<p>Targeted support operated throughout the year for students from Kindergarten to Year 6.</p> <ul style="list-style-type: none"> * In the K to 2 area, a support class operated for Literacy and Numeracy four days per week. * Targeted Intervention for individual students occurred for Literacy and Numeracy for Years 3 to 6. * Tiered intervention strategies was provided for Kindergarten and Year 1 in order to support students to reach Early Action for Success benchmarks
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$17 490.41) 	<p>Throughout 2020 the staff have been involved in weekly professional learning meetings and have collaboratively worked together to refine and utilise the programming resources and school's programming website to implement and explicitly teach focus areas in mathematics. This has enabled staff to develop a deeper understanding of the syllabus and has continued to develop explicit teaching in order to target specific content and to plan for differentiated learning based on student evaluation. The inclusion of weekly scheduled whole school Data Meetings has driven the focus for data to inform teaching and learning.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$11 211.80) 	<p>Staff have continued to undertake various professional learning courses on Trauma Informed Practice and The Wellbeing Framework. The planning for student needs and welfare are informed using a child centered approach which are now informed by Teachers having a deeper knowledge of the cause and effect of our actions and responses to student well being. The Well being philosophy at Zig Zag is that of holistic approach for each and every child and family.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	39	37	34	40
Girls	58	51	53	50

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.7	90.6	90.1	79.8
1	90.4	90	90.4	88.8
2	88.9	91.4	86.1	89.2
3	93.3	89.5	86.4	86
4	92.1	90.9	85.9	84.3
5	88.4	90.4	90.1	87.5
6	93.3	91.5	88.9	85.2
All Years	91.6	90.7	88.4	85.6
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)	3.58
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*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	353,464
Revenue	1,313,996
Appropriation	1,298,988
Sale of Goods and Services	686
Grants and contributions	13,917
Investment income	404
Expenses	-1,271,726
Employee related	-1,165,539
Operating expenses	-106,187
Surplus / deficit for the year	42,270
Closing Balance	395,734

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	155,711
Equity Total	173,303
Equity - Aboriginal	15,258
Equity - Socio-economic	107,651
Equity - Language	0
Equity - Disability	50,394
Base Total	813,197
Base - Per Capita	20,924
Base - Location	1,979
Base - Other	790,294
Other Total	106,109
Grand Total	1,248,319

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

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale.

In all seven measures Zig Zag Parents rated the school well above the NSW Government Norm.

- * Parents feel welcome- Score of 8.4
- * Parents are informed - Score of 7.8
- * Parents support learning at home- Score of 7.5
- * School supports learning - Score of 8.4
- * School supports positive behaviour- Score of 8.8
- * Safety at school - Score of 8.5
- * Inclusion school- Score of 8.6

The School Outcomes and School Climate Survey is based on data about Social -Emotional Outcomes.

- * Students participate in sports - 73% a decrease of 16%(Covid affected)
- * Students had a sense of belonging at school - 72% an increase of 3%
- * Students positive relationships - 85%
- * Students value schooling outcomes - 94% an increase of 1%
- * Students with positive behaviour at school - 81% an decrease of 7%
- * Students who are interested and motivated - 88% an increase of 4%
- * Effort - 87% an decrease of 5%

Teacher Survey is based on a comprehensive questionnaire covering the Eight Drivers of Student Learning and Dimensions of Classroom and School Practices The survey is scored on a ten-point scale.

- * Leadership - 8.9 an increase of 0.7
- * Collaboration -9.0 an increase of 0.4
- * Learning Culture - 8.2 an increase of 0.2
- * Data Informs Practice - 7.9 an increase of 0.7
- * Teaching Strategies - 7.9 an increase of 0.1
- * Technology - 7.3 a decrease of 0.1
- * Inclusiveness - 8.0
- * Parent Involvement -5.6 an decrease of 1.1
- * Challenging and Visible Goals - 7.9 an increase of 0.4
- * Planned Learning opportunities - 8.0
- * Quality Feedback - 7.6 an increase of 0.5
- * Overcoming Obstacles to Learning - 8.2

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.