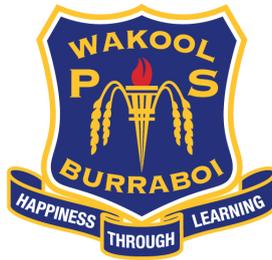


Wakool Burraboi Public School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Wakool Burraboi 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.

Lisa Hulands

Principal

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Message from the Principal

I am pleased with the overall achievement and individual growth of each of our students. All students have demonstrated continued success of the plans and approaches which are being implemented by Wakool Burraboi Public School to ensure high quality learning opportunities and worthwhile experiences for our students.

A strong belief in equity and equality is evident throughout the school. This is strongly supported through teaching and learning programs, opportunities offered to students and in whole school planning.

All staff work collaboratively to make the learning environment fair for all. Students at Wakool Burraboi Public School feel safe, included and are consistently encouraged to strive to achieve their full potential. Wakool Burraboi Public School students are inspiring students who are enthusiastic to learn. Staff at the school are energetic and committed to providing the best possible learning environment for the students.

Wakool Burraboi Public School is strongly supported by the Parent and Citizens' Association. During 2016 most students' families were at some stage represented at these monthly meetings. This demonstrates the commitment and support parents and the community have for our school.

A self-assessment review process was held with staff at the end of 2016.

- In 2016, our Years 3 and 5 students (cohort of five students) sat for the National Assessment Program in Literacy and Numeracy (NAPLAN). Our school results show student growth for all Year 5 students in Spelling, Grammar and Punctuation, Numeracy and Data, Measurement, Space and Geometry.
- All teaching staff attended a PLAN Continuum Workshop to support plotting students on the literacy and numeracy continuum and teachers directions for where to next. This professional development focused on the implementation of the new Syllabus and the continuums. This demonstrates the staff commitment to delivering quality teaching at Wakool Burraboi Public School and willingness to engage in professional development opportunities.
- Wakool Burraboi Public School took part in Chinese Language program via Video Conferencing with a teacher in China. Students spent weekly lessons for one term to be introduced to Mandarin language. This program was highly successful in developing cultural awareness as well as utilising technology to link with other countries.
- A music program was also implemented utilising the talents of a local music teacher and staff. This creative arts

showcase, along with visual arts displays were presented to parents and community members at the end of year annual Presentation Night.

- The wellbeing of staff and students has been improved through the development and implementation of a whole school approach to wellbeing. School expectations, rewards and merit systems have been introduced to enhance the wellbeing of staff and students at Wakool Burraboi Public School. Positive and negative behaviour systems are openly communicated with students, staff and parents to ensure understanding across all.

I confirm that the information contained in this report is the result of a thorough school self-assessment and review process undertaken with staff, parents and students and provides an accurate account of the school's achievements and areas for development.

Lisa Hulands

Principal

School background

School vision statement

Our vision is to focus on developing the whole child and supporting personal growth and learning outcomes that allows each student to become an active and responsible member of their community.

School context

Wakool Burraboi Public School is a small, rural school that fosters the core values of Public Education and takes pride in the strong emphasis it places on Literacy and Numeracy.

Together, teachers, parents and the broader community have built a dynamic, positive and inclusive learning environment where all children can realise their potential and the learning needs and styles of each individual is catered for.

Students are encouraged and given opportunities to strive for excellence, to achieve personal growth and to gain skills necessary for life-long learning.

Academic, sporting and social programs aim to develop the student as a whole person, while supporting all in the school environment to learn, work and interact with respect and dignity.

Strategic planning, quality teaching practices, targeted student support and extensive technological resources have allowed Wakool Burraboi Public School to deliver relevant and engaging learning opportunities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Our major focus in the domain of learning has been on culture, wellbeing and curriculum and learning. The learning culture across the school has been positively impacted upon by the strong rapport between staff and students. At Wakool Burraboi Public School student wellbeing of high importance and has been an area of strong progress throughout the year. Students are explicitly taught to develop trust for each other through our school values of safety, respect and learning. The level of student engagement in learning has increased as a result of whole school measures, including school structures and routines. Students are beginning to set high expectations for themselves and are striving to achieve these. Teaching staff have focused teaching and planning on explicitly meeting the needs of each individual student's learning needs. Through targeted assessment schedules, processes and reporting the learning needs of all students are clear to teaching staff. All students from Kindergarten to Year Six have been plotted on both the Literacy and Numeracy Continuums and are regularly monitored. Students' learning has also been positively impacted by community involvement and appreciation of learning experiences.

In the domain of teaching our efforts have primarily focused on effective classroom practice and collaborative practice for staff members. Regular classroom routines have been established to maximise student engagement and learning. Staff collaboratively develops meaningful teaching and learning programs. These are relevant to each individual student, are targeted at the students' needs and address outcomes from the new syllabus. Staff frequently teach as a team and assist each other to reflect, develop and grow skills and abilities to enhance teaching. This highlights that the teaching culture at Wakool Burraboi Public School is increasing the learning capacity and potential of our students. Technology at our school is embedded into learning experiences.

The schools priorities in the domain of leading have focused primarily on school planning, implementation and reporting and school resources. All staff have established knowledge and understanding of the school plan, processes to implement the school plan and reporting against the school plan. This whole school approach makes certain that the

school is striving to work collaboratively and committed to achieving school excellence.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Enhanced Student Learning

Purpose

To guide learners to engage in lifelong learning, reflect on what and how they are learning, to collaborate and to celebrate their successes.

Overall summary of progress

All teaching staff have taken part in Professional Development in the Literacy and Numeracy Continuum and PLAN. This training focused on data driven decision making and both Literacy and Numeracy. Teaching and learning programs reflect the new NSW Syllabus outcomes. Programs are usually K–6.

Individual students needs and growth is tracked through ongoing assessment of each student in both literacy and numeracy. Decision making on programs and strategies to implement is made using data. Programs implemented this year include; Home Reading K–6 Program, Speaking and Listening Program, Weekly Writing Initiative, Maths Exit Pass System and Reading Comprehension Questions which are targeted. All students are plotted on the Literacy and Numeracy Continuum. This is regularly reviewed and updated by teachers when needed. This system has greatly supported processes so that individual learning needs are being appropriately addressed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual student literacy and numeracy data shows improvement over a three year period.	All students have been plotted onto the Literacy and Numeracy Continuum using PLAN. All students are regularly assessed and student growth is tracked. Improved Home Reading for all students throughout the year. The introduced Sight Word Program has improved reading, spelling and writing results.	\$12000 (Employment of teacher 0.2 FTE using Socio-economic background funding) \$2000 (Employment of an SLSO on a casual basis to assist with Literacy and Numeracy as required)
Programs reflect quality teaching pedagogy.	All teachers have attended Professional Development on using the Literacy and Numeracy Continuum. This has allowed teachers to accurately assess, plot and track students onto the Literacy and Numeracy Continuum using PLAN.	\$1000 (Teacher Professional Learning Funds)

Next Steps

- All teaching staff will analyse PLAN Student Progress Reports at the end of week 5 each term.
- Program individualised learning centres for each student each week K–6.
- Develop a Learning Centre style approach to K–6 classroom, allowing for targetted one on one or small group sessions.

Strategic Direction 2

Wellbeing for Success

Purpose

To develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to improved student attendance, behaviour and achievement.

Overall summary of progress

The school has further developed student's leadership skills through providing opportunities to enhance public speaking skills, interacting with prospective leaders from neighbouring schools at a leadership session, organisational skills and a deep understanding of school expectations.

The school behaviour system focuses on student welfare. The Behaviour Expectation Guide is reviewed by all teachers and students at the beginning of each term. A copy of the term's Reward System is also sent home to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student attendance rates over a three year period.	All students are familiar with school routines and are involved in the School Reward System. This has positively impacted upon attendance rates across the school. Consistent staff across the school have also had positive impacts on school attendance.	\$2000 (student and community engagement – Location Loading Funding)
Student Welfare System will be updated to reflect current practice with all staff and parents consulted	All students have been involved in reviewing the School Welfare System. Assembly awards, Home Reading Awards and the classroom reward systems have been effective for all students.	\$200 (student and community engagement – Location Loading Funding)

Next Steps

- Place higher expectations on all students to ensure that students are continually reflecting upon behaviour and seeking to improve.
- Continue to adapt student rewards to ensure they continue to engage and encourage positive behaviour and achievement across all key learning areas.

Strategic Direction 3

Connecting with Community

Purpose

To develop collaborative and supportive connections enhancing community involvement and participation resulting in collective responsibility for student learning and success.

Overall summary of progress

All parents have been explicitly informed of their child's current academic status through consultations with teaching staff, parent teacher interviews, student progress reports and phone calls. Parents are welcomed into the classroom for discussions with teachers prior to and after school. Teachers are approachable and regularly reflect on intervention programs being implemented.

A strong support network amongst the school has been developed amongst the local community. School assemblies, shared morning teas, lunches and afternoon teas, Welcome Centre Visits for local aged community members, presentation nights and open days have helped to build this community support. Links with the local Preschool have also continued to develop through close consultation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents are explicitly informed of their child's current academic status and strategies to support continued learning and success.	Parents are informed of their child's academic progress through regular communication with parents and interviews. All students are tracked using assessment data and work samples as evidence. Support intervention programs are being embedded in classroom practices.	\$1000 (Socio-economic background funding)
Developing and maintaining partnerships among members of the school community leading to; increased expectations and shared goals among home, school and community.	Community partnerships have been strengthened through school promotion, school involvement in the community and invitations to the community to attend school events.	\$1200 (student community engagement) Location Loading Funding

Next Steps

- Develop regular Transition Sessions with the local preschool. Including school visits to the preschool and preschool visits to the school.
- Continue to encourage further community support for the school and develop a deep value for education through open days, shared lunches, assemblies and school events.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	The employment of an SLSO on a casual basis to assist with Literacy and Numeracy as required.	\$2000 Employment of an SLSO on a casual basis • (\$0.00)
Socio-economic background	The employment of a second teacher 0.2 FTE supported targeted student learning opportunities and allowed for teacher release opportunities.	\$12000 Employment of Teacher 0.2 FTE

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	15	7	7
Girls	9	6	6	4

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.6	89	94.2	96.6
1	93.3	95.8	83.7	93.8
2	95	93.6	94.8	89.8
3	97.6	92.4	88.4	96.6
4	90.5	96.6	95.3	97.7
5	98.6	90.1	94.2	95.5
6	96	95.7	75.6	96.6
All Years	93.8	93.3	90.6	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K-6	11

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.75
Other Positions	0.1

*Full Time Equivalent

In 2016, no staff working at Wakool Burraboi Public School identified as being Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30.11.16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	67 374.22
Global funds	57 954.77
Tied funds	29 510.48
School & community sources	13 691.23
Interest	2 748.98
Trust receipts	2 105.55
Canteen	0.00
Total income	173 385.23
Expenditure	
Teaching & learning	
Key learning areas	1 671.74
Excursions	5 434.21
Extracurricular dissections	2 502.38
Library	323.37
Training & development	492.00
Tied funds	33 759.35
Short term relief	6 457.99
Administration & office	24 977.92
School-operated canteen	0.00
Utilities	9 470.81
Maintenance	6 004.82
Trust accounts	881.31
Capital programs	0.00
Total expenditure	91 975.90
Balance carried forward	81 409.33

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

In 2016 Wakool Burraboi Public School had two students in Year 3 and three students in Year 5 participate in NAPLAN. Due to the small cohort Wakool Burraboi Public School cannot comment on the

NAPLAN Data.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the Wakool Burraboi Public School in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year Wakool Burraboi Public School seeks the opinions of parents, students and teachers about the school. Their responses are presented below.

Key findings for Wakool Burraboi Public School in 2016 included:

- Students appreciate the extra-curricular opportunities they were exposed to.
- All students were pleased with the sporting opportunities on offer at Wakool Burraboi Public School.
- Most students enjoyed the Kitchen and Garden Program being an integral part of our school.
- All students appreciated community members being involved in school activities when appropriate, for example cooking sessions.
- Parents were extremely satisfied with the social benefits our Year 3/4/5/6 students gain from overnight excursions with students from neighbouring schools.
- Parents were keen to further develop school leadership opportunities for Year 5/6 students in future years and suggested the Student Leadership positions be reviewed in 2017 to meet current school needs.
- Parents were interested in developing open classroom sessions during the year to showcase a range of student talents.
- Parent attendance at school events, such as assemblies was increased by varying time of day, morning, afternoon and showcasing a different learning area.
- Parents were satisfied with school routines and student expectations.
- During parent interviews conducted parents were generally pleased with assessment data being used to support teaching and learning programs. Particularly the individualised programming.
- Feedback from community members was positive following end of year celebrations being conducted at school; Presentation Night, Art Spectacular. Parents

were pleased with the improvements made to the school for these events, eg stage curtain, art display stands.

Policy requirements

Aboriginal education

We had a school visit by an Aboriginal Culture presenter who taught students about Aboriginal culture, lifestyle, language, music, food, traditions, bush tucker and history. This session also highlighted the importance of water and the land for survival. Students were able to share the school Indigenous Garden with the presenter. This enabled teaching staff to embed Aboriginal Culture into learning experiences. The day was also enjoyed by a neighbouring school visiting Wakool Burraboi Public School on the day.

As part of History and Art, students completed an Australian Map Activity which showcased Aboriginal Dot Painting.

All students studied Aboriginal Dreamtime Stories as part of English. This involved reading different Dreamtime Stories, looking at the structure of these stories, meaning and the illustrations. Students each wrote a Dreamtime Story and completed illustrations for their story.

Multicultural and anti-racism education

History and Science sessions connected cultural understanding and appreciation of different cultures through a focus on learning about celebrations are recognised in different cultures.

Students engaged in a Language and Culture Program via video conferencing. Each week for one term students linked in with a teacher from China who introduced Mandarin language to all students. This also involved hands on art activities including paper folding, singing and dancing. Students implemented this learning during art sessions, by painting a traditional Chinese Paper Fan.