

Wakool Burraboi Public School

Annual Report

2017



3336

Introduction

The Annual Report for **2017** 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 satisfied with the overall achievement and individual growth of each of our students throughout the year. All students have demonstrated success through the implementation of support, strategies and structures in place at Wakool Burraboi Public School to ensure high quality learning opportunities are offered for each of our students.

The school holds a strong belief in equity and equality for all. This is strongly supported through teaching and learning programs, opportunities offered and through parent support. Whole school planning is also reflective of the need to ensure all students are treated equally.

Staff across the school work collaboratively to make the learning environment fair for all. Students at Wakool Burraboi Public School feel safe, welcome and are encouraged and supported to strive to achieve their full potential. At Wakool Burraboi Public School students are enthusiastic and inspired to learn. School staff 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 2017 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 2017.

- All teaching staff were involved in plotting students accurately onto the Literacy and Numeracy Continuum using PLAN. This was supported through sessions held face to face, via Video Conferencing and over the phone with the Early Action for Success Instructional Leader.
- A Performing Arts program was implemented throughout the school to enhance skills for all students in music, dance and drama. This Creative Arts showcase, along with the Visual Arts displays were presented to the parents and community members at the end of the year Annual Presentation Night.
- The wellbeing of staff and students has been improved through the continuation of a whole school approach to wellbeing. Expectations, rewards and merit systems have been introduced to improve the wellbeing of students. The positive and negative behaviour systems are clearly communicated and discussed with staff and parents.

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

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; Learning Culture, Curriculum and Assessment. The Learning Culture throughout the school has been positively impacted by the continued positive interactions between students, staff and parents. At Wakool Burraboi Public School student learning in Literacy and Numeracy has been a particular focus as part of the Early Action for Success program. This has been reflected in both Curriculum and Assessment. The level of student engagement in Literacy and numeracy has increased as a result of measures put in place to ensure curriculum is differentiated to ensure all students are confident to engage and have the potential to learn. Students are regularly assessed and data tracked to ensure all students are making adequate growth. Assessment data is then directly used when planning future learning opportunities. Students are able to use resources around the quality learning environment in the classroom to engage with the learning. Students are setting high expectations for themselves and are striving to achieve these. All students from Kindergarten to Year Six are plotted on the Literacy and Numeracy Continuum which is regularly monitored by teaching staff and by the EAFS Instructional Leader. Strong community involvement has also resulted in improved student learning outcomes for all.

In the domain of Teaching our efforts have primarily focused on Effective Classroom Practice and Learning and Development. The school has in place regular routines, structures and expectations. Staff collaboratively develop meaningful teaching and learning programs. Students feel supported in the classroom, through effective classroom displays, presentation of student work and resources. Staff engage positively in Professional Development opportunities that are relevant to the needs of students and enhance the skills of the individual teacher. These skills are then implemented into classroom practice for the benefit of the students. 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, with students each having access to a desktop computer.

In the domain of Leading the schools priorities have focused mainly 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. Teaching staff work collaboratively to effectively make

the best use of the schools resources. This whole school approach to 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 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/sef-evidence-guide>

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 been involved in Professional Development opportunities in using the Literacy and Numeracy Continuum effectively to guide teaching and learning experiences provided to students. The NSW Syllabus outcomes are addressed in all teaching and learning programs for each stage. Teaching staff provide individual differentiation of learning activities as required to make sure that individual learning needs are being met.

The school has been supported this year by the Early Action for Success Instructional Leader to ensure the Literacy and Numeracy continuums are effectively used to track student learning and provide teaching of where to next. Some of these programs are K–6. The Teaching Principal was trained in L3 and has implemented strategies across K–6 using this approach to teaching literacy. Teachers work collaboratively to regularly review classroom teaching and learning programs to ensure all students are progressing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual student literacy and numeracy data shows improvement over a three year period.	\$12000 (Employment of classroom teacher 0.2 FTE using Socio-economic background funding) \$1000 (Employment of an SLSO on a casual basis to assist with Literacy and Numeracy as required)	The learning of all students is regularly tracked using the Literacy and Numeracy Continuum using PLAN. Home Reading and Sight Word program introduced for students across K–4 has improved literacy learning. Numeracy teaching is targeted with small group explicit teaching sessions.
Programs reflect quality teaching pedagogy.	\$1000 (Teacher Professional Learning Funds) \$0 (Early Action for Success Instructional Leader)	Professional learning for teaching staff has a Literacy and Numeracy focus. Teachers are confident in assessing, plotting and tracking students on PLAN using the Literacy and Numeracy Continuum. Teachers have the knowledge to use this to plan future teaching.

Next Steps

- All teaching staff will have knowledge and understanding to adapt PLAN knowledge across to the Learning Progressions as part of the Early Action for Success initiative to track student learning.
- Literacy and Numeracy focus across all Key Learning Areas including reading, writing and mathematical concepts.
- Literacy and Numeracy sessions are split into infant and primary students three days per week.

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

Student leadership skills have been developed further through a whole school approach to the local Public Speaking competition. Students in Year 5/6 hold student leader positions with associated roles and responsibilities with an aim to further develop individual skills and enhance student learning.

The School Behaviour System is reviewed by staff and students regularly to ensure positive behaviour is acknowledged and negative behaviour is effectively managed and dealt with.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student attendance rates over a three year period.	\$2500 (student and community engagement – Location Loading Funding)	School Reward Systems are in place to recognise student achievement. Students interests and needs are taken into account when planning reward days and extra curricular activities.
Student Welfare System will be updated to reflect current practice with all staff and parents consulted	\$500 (Student and community engagement – Location Loading Funding)	All staff and students are involved in reviewing and adjusting the School Welfare System. Home reading book awards are presented at the end of each term, Assembly awards are presented each term and whole school reward days the end of term.

Next Steps

- Parents aware of Student Attendance expectations through regular Newsletter articles provided by the District Learning and Wellbeing Officer.
- Consistent teaching staff to ensure routine for students.
- Continue to adapt student rewards to ensure students are engaged and enthusiastic about the reward.

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

Regular consultation with parents regarding their child's current academic status includes, face to face discussions, phone calls, meetings and end of semester student progress reports. The school welcomes parents into the classrooms for observation and discussion with the teachers prior to and after school. Teachers regularly reflect on intervention programs in place to ensure they are effective.

The school is a vital part of the community and is part of a strong support network. The school welcomes the community at; school assemblies, shared morning and afternoon teas, Open Classrooms, Christmas craft days, Easter at parades and Presentation Nights. The school is beginning to build a stronger connection with the local preschool which will also enhance the Kinder Orientation program in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents are explicitly informed of their child's current academic status and strategies to support continued learning and success.	\$1000 (Socio-economic background funding)	Student learning progress in individually tracked using PLAN on the Literacy and Numeracy Continuum. This is then used to support regular communication with parents and student progress reports. Individual targeted intervention programs are embedded within the class.
Developing and maintaining partnerships among members of the school community leading to; increased expectations and shared goals among home, school and community.	\$1500 (Student community engagement – Location Funding)	Community partnerships are continued to be supported to develop a strong network. Students join with neighbouring schools for sporting events and excursions. Connections with the local preschool are being further developed to ensure the Kinder Orientation program is enhanced.

Next Steps

- Further develop connections with the local preschool to enhance the Kinder Orientation program. The program will involve school visits during semester one and two.
- Continue to encourage community support for the school through invitations to school events including open days, shared lunches, presentation nights, school assemblies and sporting events.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		
Socio-economic background		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	7	7	7
Girls	6	6	4	6

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89	94.2	96.6	94.3
1	95.8	83.7	93.8	90.9
2	93.6	94.8	89.8	95.5
3	92.4	88.4	96.6	94.3
4	96.6	95.3	97.7	90.9
5	90.1	94.2	95.5	90.9
6	95.7	75.6	96.6	95.2
All Years	93.3	90.6	95.2	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student non-attendance is handled at school through the school providing Absentee Slips for parents or carers to fill in to explain the reason for student absence. Student attendance rates are closely monitored and the Home School Liason Officer is contacted to follow up further with individual circumstances if needed.

Class sizes

Class	Total
K-6	12

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.75
Other Positions	0

*Full Time Equivalent

In 2017, no staff working at Wakool burraoi 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	0

Professional learning and teacher accreditation

In 2017, staff engaged in Professional Learning including; LMBR (Learning Management and Business Reform), teaching principal started L3 (Language, Literacy, Learning) Training, staff trained in Writing in the Middle Years, NAPLAN Online training, Introduction to Learning Progressions and PLAN 2.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	125,135
Appropriation	122,194
Sale of Goods and Services	45
Grants and Contributions	2,702
Gain and Loss	0
Other Revenue	0
Investment Income	194
Expenses	-35,881
Recurrent Expenses	-35,881
Employee Related	-23,363
Operating Expenses	-12,518
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	89,254
Balance Carried Forward	89,254

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	270,439
Base Per Capita	1,681
Base Location	8,523
Other Base	260,235
Equity Total	34,491
Equity Aboriginal	0
Equity Socio economic	22,392
Equity Language	0
Equity Disability	12,099
Targeted Total	0
Other Total	819
Grand Total	305,749

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.

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 2017, Wakool Burraboi Public School had one student in Year 3 and one student 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. Go to <http://www.myschool.edu.au> 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 2017 included:

- Students appreciate the extra curricular opportunities they were provided with.
- All students and parents were pleased with the sporting opportunities, resources and equipment on offer at the school.
- Most students enjoyed the Kitchen and Garden Program being embedded across learning.
- All students and staff appreciate community members being involved in school activities when appropriate, for example sports, cooking or science.
- 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 agree that student leadership opportunities need to be offered to students in senior primary grades.
- Parents are interested in being a part of student learning during open days, such as Education Week.
- Part attendance at school events, such as assemblies shows the increased value of learning across all key learning areas.
- Parents overall seem satisfied with the school routines and student expectations.
- Parents are willing to contact the school to meet with teaching staff if concerned or unhappy.
- Feedback from community members is positive following school celebrations such as Presentation Night, Art Spectacular.
- Parents are generally satisfied with the way school resources are utilised, maintained and improved.

Policy requirements

Aboriginal education

All students learnt about Aboriginal Culture during a Science unit of work which focused on Weather. Students learnt about aspects of Aboriginal Culture that helped track weather, calendars and seasons.

As part of Creative Arts, students experimented with Aboriginal inspired art styles, such as dot painting, colours and media.

All year levels explored Aboriginal Dreamtime Stories as part of Literacy. Students were involved in reading, analysing, comprehending and writing using the Dreamtime story as a focus.

During an excursion to the local river, students discussed different uses of the river focusing on Traditional Aboriginal Culture.

Multicultural and anti-racism education

Across all key learning areas cultural understanding and appreciation of different cultures is valued. Students are exposed to differing beliefs through celebrations, festivals and traditions, not only amongst our school community, but throughout the world through text, videos and discussion. Students are encouraged to share their views and beliefs, however focus is also given to develop students abilities to accept that they may disagree with what somebody else believes.