

Wamoon Public School Annual Report



3364

Introduction

The Annual Report for **2017** is provided to the community of **Wamoon 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.

Chris George

Principal

School contact details

Wamoon Public School

Oxley Road

Leeton, 2705

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

wamoon-p.School@det.nsw.edu.au

6955 9492

School background

School vision statement

Wamoon Public School's mission is to produce lifelong learning students who are resilient, questioning, hopeful, knowledgeable and resourceful citizens.

We provide a quality learning environment that facilitates high quality intellectual and significant work for all students. We provide and seek professional learning that will strengthen and increase teacher knowledge and skills, facilitate a reflective, supportive learning community and provide sustained program continuity.

School context

Wamoon Public School is a learning community committed to achieving goals, working together, continually searching for improvement and encouraging and implementing new, innovative ideas.

The school is located 8 kilometres from Leeton and is a proud member of the Leeton Community of Schools. It is located in the Riverina district and is part of the Griffith cluster of schools. The school is classified a PP5 with a current enrolment of 29 students. The school is in a low socio economic area and has an aboriginal population of 20%.

Teaching and learning programs have been structured to meet student needs, abilities and interests. There is an ongoing focus on student engagement with students actively involved in their learning. The school receives a high level of praise in the community and is recognised as having quality learning programs.

The school has built a strong community relationship and we as a school community are very proud of our school and have worked together to build this reputation since 1915. We work to ensure every student has a fair share, a fair say and a fair go so that they can excel through "Innovation, Excellence and learning"

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.

Domain: Learning

Overall rating: Sustaining and Growing.

In relation to Learning, there continues to be a clear, demonstrated commitment within our whole school community to have all of our students continually strive to achieve their best in all learning tasks across all subject areas. Via well developed programs and policies and a focus on individual need of all students. We strive to provide personalised learning, student well being and learning support. We also identify students learning needs and create individual learning plans that will allow students continued development and educational success.

Over many years we have developed a school wide commitment and colligative responsibility for student learning and success. Over this time we have developed a very strong, positive and respectful relationship between all members of our school community which underpins our productive and effective learning environment.

Element: Well-being

Overall rating: Sustaining and Growing

The school consistently implements a whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Element: Curriculum and Learning

Overall rating: Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations. Teachers involve students and parents as they progress through the stages of education. There are policies, programs and processes to identify and address student learning needs.

Assessment and Reporting

Overall rating: Sustaining and Growing.

Through our involvement in the Early Action for Success program our school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Students use assessment and reporting processes to reflect on their learning. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Domain: Teaching

Overall rating: Sustaining and Growing.

In the area of Teaching, all staff members regularly review and revise teaching and learning programs; reviewing content and previewing planned learning for students. All classrooms have developed a positive learning environment so that students can actively engage in positive learning experiences. Explicit, specific and timely feedback is provided to all students to enable them to continually improve and develop. Teachers use data in their planning and take responsibility for changes in practice to improve students and school results. Staff participate regularly in professional learning to meet the school priorities and their own professional needs.

All teachers work well beyond their own classrooms to actively contribute to broader whole school programs, and are also happy to share and demonstrate their own areas of expertise with other staff members.

Domain: Leading

Element: Leadership

Overall rating: Sustaining and Growing

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building.

Element: School Planning, Improvement and Reporting

Overall rating: Sustaining and Growing.

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

Element: School Resources

Overall rating Sustaining and Growing

Long term financial planning is integrated with school planning and implementation process.

Element: Management Practices and Processes

Overall rating: Sustaining and Growing

Practices and processes are responsive to school community feedback. Administrative practices provide explicit information about the school's functioning to ongoing improvement.

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

STRATEGIC DIRECTION 1: Student Learning

Purpose

Inspire and create an educational environment and community in which social, emotional, physical, intellectual and critical abilities are developed through holistic, innovative and dynamic approach to teaching and learning.

Students demonstrate a greater capacity for independent learning and critical thinking.

Understand and practice the process of formative assessment as part of the learning process.

Overall summary of progress

Our continued school wide focus on Formative assessment and L3 pedagogy has enabled us to achieve progress in this strategic direction through a successful approach to effective classroom practice and using data as teaching and learning drivers. Through the Early Action for Success program our school has improved the monitoring and planning of student learning in literacy and numeracy against the learning continuums however, we continue to develop and implement strategies to improve student reflection and reporting on achievement of their own learning through the Formative assessment process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff has participated in professional learning activities and there is a shared common direction of the school staff.</p> <p>There have been two program reviews annually that use informed data. This is linked to the Excellence Framework which forms a reference base for the evaluation.</p> <p>All staff are using formative assessment in their daily teaching.</p> <p>All staff are using the three dimensions of the Quality Teaching Framework in their daily teaching.</p> <p>An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.</p> <p>30% increase of Indigenous students represented in</p>	<p>Aboriginal Background Funding \$3680</p> <p>Ram Equity Funding \$56500</p>	<p>Most students showed expected growth towards achieving stage appropriate cluster markers against the Literacy continuum aspects Reading Comprehension and Reading Texts.</p> <p>Most students showed expected growth towards achieving stage appropriate markers against the focus Numeracy continuum aspects Counting Sequences, Counting as a Problem Solving Process.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
proficiency bands in all NAPLAN assessments.		<p>Most students showed expected growth towards achieving stage appropriate cluster markers against the Literacy continuum aspects Reading Comprehension and Reading Texts.</p> <p>Most students showed expected growth towards achieving stage appropriate markers against the focus Numeracy continuum aspects Counting Sequences, Counting as a Problem Solving Process.</p>

Next Steps

Adjustments will be made in the school plan and milestones 2018 to reflect improved Formative assessment strategies to assist students reflection on reporting on the achievement of their learning.

Strategic Direction 2

STRATEGIC DIRECTION 2: Leading and learning.

Purpose

Grow and develop embedded professional learning opportunities for teachers and school personal that provides a basis and support for innovative and creative learning situations to enhance and grow student learning opportunities.

Overall summary of progress

Classroom teachers began to provide explicit, specific and timely formative feedback to students on how to improve their learning. Teachers are continually developing their understanding and utilising assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff participate in professional learning activities and there is a shared common direction of the school staff.</p> <p>All staff participate in professional learning activities and there is a shared common direction of the school staff.</p> <p>All staff achieve their yearly professional learning goals.</p> <p>The Excellence Framework is used as a reference base for evaluations.</p> <p>Individual education programs are reviewed each semester as part of the school evaluation cycle.</p> <p>.</p> <p>L3 training completed by 2 staff and practice s put into classroom learning programs.</p> <p>.</p>	<p>Professional learning Funds \$4600</p>	<p>Evidence that Syllabus outcomes are driving teaching and learning intentions and assessment are evident in all Literacy and Numeracy programs.</p> <p>All individualised learning plans were accurately informed by up-to-date PLAN data. Most students showed expected growth towards achieving stage expected cluster markers in Number Sequence and Reading and Comprehension Aspects.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
L3 training completed by 2 staff and practice s put into classroom learning programs.		

Next Steps

Review Professional learning plans in view of staff changes and expertise in the school.

Adjustments will be made in new school plan to reflect staff progress required to develop and implement How To Learn practices and strategies to improve value added feedback for student learning.

Strategic Direction 3

STRATEGIC DIRECTION 3: Connections and partnerships

Purpose

Grow and build partnerships to enrich student experiences and learning.

Build community partnerships through parent engagement and activities. To work with the community to embed a positive culture and set of values based on the three expectations of being a Respectful, Responsible Learners and community member. Develop a culture where success is valued and a strong social conscience is developed.

Overall summary of progress

A number of learning experiences to engage students outside the classroom were conducted throughout the year.

A number of relevant learning experiences were conducted in collaboration with parents and community.

Parents participated in the promotion of students and school successes across many platforms.

Most parents familiar with classroom learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Parent lead programs included in extra curricular activities.</p> <p>20% growth in the number of parents involved in activities run by the school that involves parents as learners with their children.</p> <p>Ongoing programs embedded into school organisation and curriculum.</p> <p>All parents familiar with classroom learning process.</p> <p>All parents aware of their child's level on the continuum and the next step and their rate of progress.</p>	<p>Community Engagement Funds \$2500</p>	<p>On average 50% or less attended P&C meetings.</p> <p>On average 50% or less attended whole school assemblies, special events or assisted with school programs.</p>

Next Steps

To ensure all parents are aware of the literacy and numeracy progressions and where their child is on these progressions and the next steps to be taken to move learning forward.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staff Aboriginal Background Funding \$3680	Students results are recorded on data wall and progress mapped. A combination of funding from Quality Teaching Successful Students (QTAS), Low Level adjustment for disability and Aboriginal loading with additional global funds provided an additional teacher for 1 day per week which enabled three classrooms to run 4 days per week. The impact was measurable with most Aboriginal students achieving expected growth towards or beyond stage appropriate cluster markers in Literacy and Numeracy.
Socio-economic background	Staff RAM Equity Funds \$ 56500	Continuum data completed All students make one years growth or more in Literacy and numeracy. 85% at or above appropriate continuum level. Socio – economic funding provided an additional teacher for 2 day per week which enabled three classrooms to run 4 days per week. The impact was measurable with most students achieving expected growth towards or beyond stage appropriate cluster markers in Literacy and Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	13	14	14
Girls	19	15	17	17

Enrolments have remained steady over the past 5 years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.2	94.1	97.9	86.8
1	96.7	96.3	86.6	94.3
2	87.5	99.5	98.5	86.6
3	93.4	93.7	98.6	91.8
4	95.2	91.7	97.8	97.3
5	93.8	97.6	93.8	92.8
6	92.1	90.9	96.2	96.4
All Years	92.4	94.4	94	91.1
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

The school follows Department of Education policy on attendance. Data shows that attendance is equal to the state average has been a consistent with this trend.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
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	0.92
Other Positions	0

*Full Time Equivalent

Our Aboriginal composition of the workforce is one part time casual support officer.

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

The major priorities and strategies for teacher professional learning, as outlined in the school plan include mandatory areas such as the Code of Conduct, Child Protection and Emergency Care, First Aid, Asthma and Anaphylaxis. Our curriculum focuses have been the effective teaching of literacy and numeracy via formative assessment and L3.

Whole school professional learning activities to improve and develop understandings of the English and Mathematics NSW National Curriculum, as well as planning, developing and teaching new units of work across the Mathematics Curriculum. Professional learning also took place for a focus on writing and will continue in the new school plan. Staff were trained in the new LMBR program and undertook a number of learning activities related to the learning progressions and PLAN software.

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	191,370
Appropriation	186,123
Sale of Goods and Services	2,581
Grants and Contributions	2,455
Gain and Loss	0
Other Revenue	0
Investment Income	211
Expenses	-67,999
Recurrent Expenses	-67,999
Employee Related	-41,498
Operating Expenses	-26,502
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	123,371
Balance Carried Forward	123,371

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.

- All school's financial management processes and governance structures meet departmental requirements.

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	432,849
Base Per Capita	4,738
Base Location	9,143
Other Base	418,968
Equity Total	106,542
Equity Aboriginal	7,364
Equity Socio economic	87,176
Equity Language	0
Equity Disability	12,001
Targeted Total	0
Other Total	133,174
Grand Total	672,565

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.

Literacy results indicate the school performed at or above the state average in Reading, Grammar and Spelling. The proportion of students in year 3 and year 5 at or above the National Minimum Standard was 100%. Value added from year 3 to year 5 is equal to similar schools in the state.

Numeracy results indicate the school performed at or above the state average in Number, Space and Measurement and Number Patterns but slightly below state average in Space and Geometry.

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

Throughout 2017 during P&C meetings, information forums, questionnaires and interviews, parents/carers shared opinions and views about various aspects of school operation and communication.

Overall, the school's award system was generally accepted as a positive strategy to reward the effort of students across a range of school based activities. The basis of the system is teacher and student reflection on positive learning habits which is generally understood. The introduction of the app Class Dojo was well received and regularly accessed by parents.

As a means of communication, the community regards the school newsletter as the main avenue for locating information about the school but there is a growing number using our Facebook page to source this information.

Throughout 2017 students shared opinions and views about various aspects of the school. Most students felt accepted and valued, felt important concepts were taught well, class was used efficiently and that teachers catered to their needs. Most students felt that they make a substantial effort to succeed with learning and were given the tools and learning habits to do their best.

Teachers identified collaboration, learning culture, teaching strategies and having an inclusive approach to school culture as the most important to achieving student learning. They also thought the school is inclusive and they strive to understand the learning needs of all students.

Policy requirements

Aboriginal education

Wamoon Public School provides all students with

opportunities to develop deeper understandings of Aboriginal histories, cultures and languages through Aboriginal cross– curriculum in all Key Learning Area programs. We are committed to increasing the knowledge and the understanding of histories, culture and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia and to provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students.

In 2017 we introduced an Aboriginal language program where an Aboriginal Elder taught primary students about the Wiradjuri culture and some of their language. Our leaders do the Welcome to Country at all assemblies using Wiradjuri language.

Multicultural and anti-racism education

Whilst there are no students from non–English speaking backgrounds enrolled at Wamoon Public School, the cultural diversity of our nation continues to be recognised and celebrated in the school across various Key Learning Areas. Using the NSW National Syllabi and the inclusion of Cross Curricular priorities ; Intercultural Understanding, Asia and Australia's engagement with Asia, Difference and diversity, Aboriginal and Torres Strait Islander histories and cultures, provide a vehicle to study other cultures and encourage attitudes of tolerance and respect for those from different cultures.