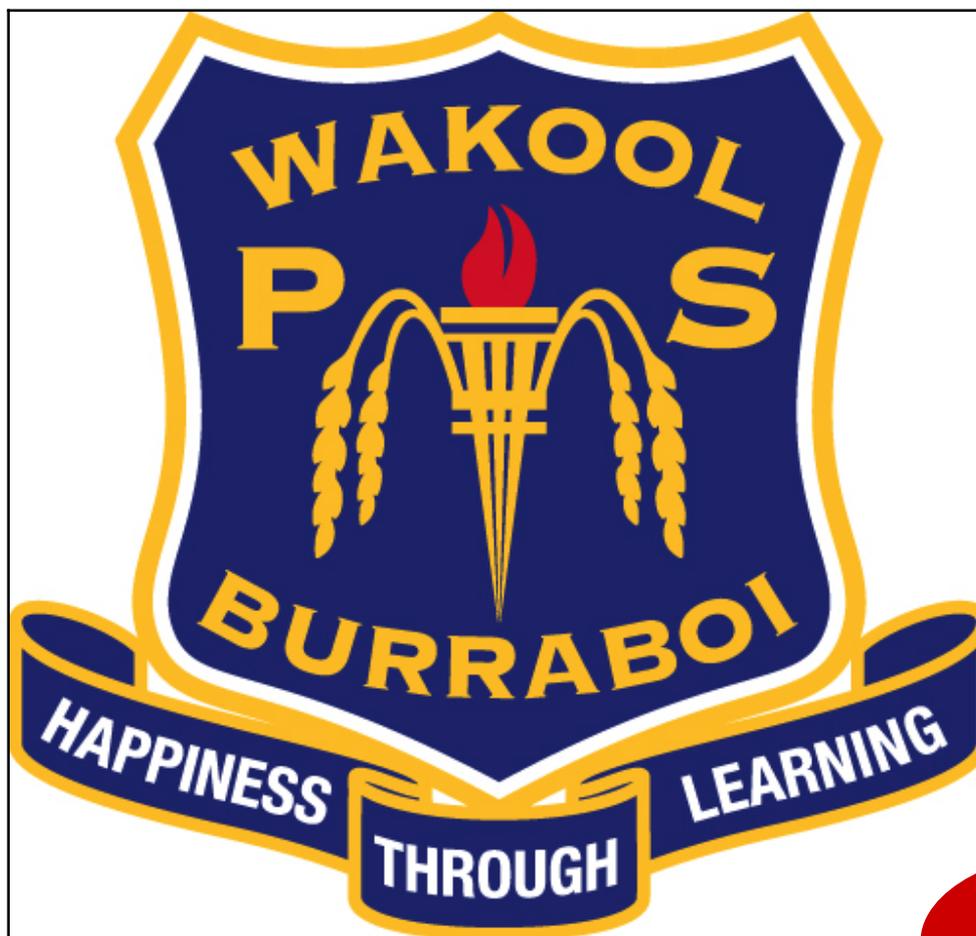


Wakool Burraboi Public School Annual Report



2018



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Introduction

The Annual Report for 2018 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 Chambers

Principal

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Message from the Principal

I am pleased with the overall achievement and individual growth of each of our students throughout the year. All students have displayed 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 embraces a strong belief in equity and equality for all. This is strongly supported through teaching and learning programs, opportunities provided and through parent and community support. The need to ensure all students are treated equally is reflected in whole school planning.

Staff across the school work collaboratively to ensure the learning environment is fair for all. Students at Wakool Burraboi Public School feel safe, welcome and are encouraged and supported to strive to achieve their full potential. Students are enthusiastic and inspired to learn at Wakool Burraboi Public School. All school staff are energetic and committed to providing the best possible learning environment for the students.

The Parents and Citizen's Association strongly support the Wakool Burraboi Public School. During 2018 most students' families were at some stage represented at these monthly meetings. This highlights the commitment and support parents and the community have for our school.

A self-assessment review process was held with teaching staff towards the end of 2018.

- Teaching staff were introduced to the new Literacy and Numeracy Learning Progressions and PLAN2. All teaching staff are becoming familiar with the software in PLAN2, tracking of student progress and reports that can be generated.
- The school enhanced the end of year Annual Presentation Night through a showcase of Performing and Creative Arts being on display. Feedback from parents and community members was extremely positive.
- All students were involved in reviewing the school Behaviour Policy; including positive and negative consequences and rewards. This was communicated to parents to ensure clear communication for 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 Chambers

Principal

School background

School vision statement

Wakool Burraboi Public School focus on 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Wakool Burraboi Public School has a positive learning culture, supported by the high expectations of staff. The support provided to students is based on personalised learning, which is strategic in nature and is a part of the Early Action for Success initiative. Assessment promotes learning and is integral in allowing us to meet the needs of each individual student. There is a consistent approach to student learning across the school through the Early Action for Success program. Literacy and Numeracy is embedded in all learning across the school. Teaching staff required professional learning is implementing the new Literacy and Numeracy Progressions this year, as well as additional training and support in monitoring and tracking student growth using PLAN2. Through the self-assessment process we identified the need to put in place a rigorous assessment schedule across the school. This will directly align with Early Action for Success and the new Literacy and Numeracy progressions.

Teachers demonstrate responsibility for improving their teaching practice in order to improve student learning through the implementation of evidence based teaching strategies, this is highlighted through Early Action for Success. Professional learning is aligned to the school plan and is focused around improving teacher quality and student learning outcomes. Data is regularly used school wide to identify school needs and reflect on teacher effectiveness in providing quality teaching. Our 2018 – 2020 School Plan has focused on quality teaching through professional learning and data skills to further improve student outcomes and ensure we are effectively fostering the development of learners that are active and informed citizens through the delivery of high quality teaching.

At Wakool Burraboi Public School, we support a culture of high expectations and encourage community engagement at all levels to bring about sustained and measurable whole school improvement. The school plan, collaboratively developed with staff, students and wider community is the core of continuous improvement efforts and is aligned to student and system priorities. The strategic use of all available resources enables teaching, learning and wellbeing to be the priorities to achieve improved student outcomes and high quality service delivery.

Our self-assessment and the external validation 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 create an inspiring and engaging learning environment where students will be independent and successful learners who are confident and innovative to have the skills to be lifelong learners in the 21st century.

Overall summary of progress

All teaching staff have been involved in Professional Development opportunities in understanding and using the new Literacy and Numeracy Learning Progressions. Staff have also been introduced to the PLAN2 Software to monitor and track student learning. Teaching staff are ensuring assessments for and of learning are meaningful and utilising to improve student learning. Teaching staff provide individual differentiation of learning to ensure individual learning needs are being met.

This year the school has been supported by an Instructional Leader as part of Early Action for Success. This has further supported the school's implementation of the Literacy and Numeracy Learning Progressions and understanding and skills in using PLAN2. The Teaching Principal attended some L3 Ongoing Professional Learning to further enhance the teaching of literacy. Teachers work collaboratively to regularly review classroom teaching and learning programs to ensure all students are given the opportunity to reach their full potential.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students K–6 achieving a positive growth as measured on the Literacy and Numeracy Progressions using PLAN2.	\$40000 (Employment of classroom teacher 0.4 FTE using Equity funding) \$0 (Early Action for Success Instructional Leader)	PLAN2 was introduced along with the Literacy and Numeracy Progressions. Student learning progress was regularly tracked. Explicit literacy sessions and the introduction of phonics sessions have positively impacted K/1/2 reading and writing. Numeracy sessions have been enhanced through the introduction of daily Number Talk sessions for K/1/2.
Increase number of activities to develop the whole child.		Links have been further developed with neighbouring schools to join for annual overnight excursions for students in Years 3/4/5/6. The school also joins with neighbouring schools for sporting carnivals. The school is involved in interschool competitions for Public Speaking. Students attend the visiting Life Education Van.

Next Steps

- All teaching staff will have a thorough knowledge and understanding of the Literacy and Numeracy Progressions.
- All teaching staff will be confident in tracking student learning and progress using PLAN2 software.
- All key learning areas have a literacy and numeracy focus, including reading, writing and mathematical concepts.

Strategic Direction 2

Quality Teaching

Purpose

To ensure all teaching staff deliver high quality teaching and learning programs for all students which improves student outcomes.

Overall summary of progress

The school has ensured high quality teaching is provided to students through Professional Learning that targeted the needs of the school and individual students with an emphasis on literacy and numeracy. The NSW syllabus is used in conjunction with the new Literacy and Numeracy Progressions to ensure learning opportunities are relevant to each stage of learning. Individual learning needs are known by teachers and regularly monitored to ensure learning potential is maximised. Teaching staff regularly collaborate ideas and reflect upon current practice to ensure quality teaching is evident across all key learning areas within the school.

This year the school has been supported by the Early Action for Success Instructional Leader to ensure quality teaching and learning is provided to students. Professional Learning has targeted Literacy and Numeracy, with both the Teaching Principal and the classroom teacher attending Professional Learning. Strategies have been implemented across the school to develop consistency and ensure all students learning needs are being met. These strategies are regularly reviewed and reflected upon by the teaching staff to ensure that student learning outcomes are improving.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs contain evidence of data analysis being used to inform teaching programs.	\$10000 (Employment of classroom teacher 0.1 FTE using Equity funding) \$1000 (Teacher Professional Learning / Casual Relief Costs for staff to attend training)	Teaching and learning programs involve ongoing assessment data on a range of learning needs. Students learning is regularly tracked using PLAN2 for some elements. This then helps inform future teaching and learning programs.
All teachers develop and implement a professional learning plan, outlining their goals, focusing on curriculum implementation, technology and community relations.	\$0 (Early Action for Success Instructional Leader)	All teachers have been introduced to this through the Professional Development Plan. Individual goals have been focused on various aspects of the teachers role.

Next Steps

- Targeted Numeracy sessions with focus on number concepts across all topics.
- Technology embedded into literacy and numeracy sessions.
- Team teaching to model explicit teaching across specific literacy and numeracy areas.

Strategic Direction 3

Community Involvement and Wellbeing

Purpose

To improve the educational outcomes of students by working in partnership with parents, families and wider community to positively influence student outcomes and wellbeing.

Overall summary of progress

The school is a vital part of the community and is part of a strong support network. Teaching staff regularly consult with parents/carers regarding their child's current academic status and learning progress. These consultations include face to face meetings and informal discussions, phone calls, meetings, communication in home reading record book and end of semester student progress reports. The school always welcomes parents into the classroom for observation and discussion with the teachers prior to and after school. Student intervention programs are regularly reflected upon by teachers to ensure they are effective.

All students have been involved in the review of the School Behaviour Policy. This has involved reviewing both positive rewards and negative consequences, as well as explicitly outlining minor and major behaviours. This Behaviour Policy has been regularly reflected upon as a staff, school and is communicated to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease the number of negative behavioural incidents.	\$0 (support from Learning and Behaviour AP from Deniliquin) \$) (support from school counsellor)	The School Behaviour System has been updated to explicitly outline positive and negative behaviour. The school values are known by staff and students. Students understand how values positively impact behaviour. Collaborative approach to reviewing the Behaviour Policy for the school at the end of the year.
Increase parent engagement in school, for student learning.		Parents and community members are invited to participate and celebrate student learning throughout the year through assemblies, open days and Easter and Christmas special activities. The school newsletter provides details on a variety of learning experiences with photos of students to help engage parents in their child's education.

Next Steps

- Parents aware of Student Attendance expectations through regular Newsletter articles provided by the District Learning and Wellbeing Officer.
- 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.
- Further develop connections with the local preschool to enhance the Kindergarten Orientation program.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	7	7	6
Girls	6	4	6	6

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	96.6	94.3	100
1	83.7	93.8	90.9	73.5
2	94.8	89.8	95.5	100
3	88.4	96.6	94.3	92.5
4	95.3	97.7	90.9	92.7
5	94.2	95.5	90.9	96.3
6	75.6	96.6	95.2	94.9
All Years	90.6	95.2	93.7	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 Liaison Officer is contacted to follow up further with individual circumstances if needed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.75

*Full Time Equivalent

In 2018, 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	0

Professional learning and teacher accreditation

In 2018, staff engaged in Professional Learning including; ongoing support for SAP Finance, L3 (Language, Literacy, Learning) ongoing Professional Learning for the Teaching Principal, Classroom Teacher engaged in Literacy Training, along with teaching staff taking part in Learning Progressions and PLAN2 Training throughout the year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	89,254
Revenue	340,013
Appropriation	331,831
Sale of Goods and Services	143
Grants and Contributions	6,889
Gain and Loss	0
Other Revenue	0
Investment Income	1,150
Expenses	-335,214
Recurrent Expenses	-335,214
Employee Related	-311,194
Operating Expenses	-24,021
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	4,799
Balance Carried Forward	94,053

The Principal manages the school's finances and governance structures to meet financial policy requirements. The school funded a second full time classroom teacher for 2018, allowing infants and primary to have Literacy and Numeracy groups. The balance carried forward will be planned to spend in 2019 on Property Maintenance, teaching and learning resources and technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	291,429
Base Per Capita	2,514
Base Location	9,406
Other Base	279,510
Equity Total	33,194
Equity Aboriginal	0
Equity Socio economic	20,210
Equity Language	0
Equity Disability	12,984
Targeted Total	0
Other Total	2,089
Grand Total	326,712

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 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.

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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.

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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 2018 included:

- Parents were satisfied with the separation of infants and primary for Literacy and Numeracy groups three days a week.
- Student engagement for Literacy and Numeracy was increased through ability based groups.
- All students and parents were satisfied 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 parents and community members being involved in school activities when appropriate, for example sports carnivals, cooking or science.
- Parents were extremely satisfied with the social benefits our Year 3/4/5/6 students gain from overnight excursions with neighbouring schools.
- Students enjoy leadership opportunities offered to them.
- Parents are genuinely interested in their students learning through discussions with classroom teachers and during open days, such as Education Week.
- Parents and students overall seem satisfied with the school routines and student expectations.
- All parents are willing to contact the school to meet with teaching staff if concerned or unhappy.
- Community feedback is extremely positive following school celebrations, such as Presentation Night, Easter Hat Parade and Art Spectacular.
- Most parents and students are generally satisfied with the way school resources are utilised, maintained and improved.
- Technology resources meet student, parent and staff expectations and needs in providing a quality

education.

Policy requirements

Aboriginal education

All students explored Aboriginal Culture through literacy sessions which incorporated Dreamtime Stories. Students were engaged in activities involving reading texts, analysing and comprehending content as well as writing tasks.

As part of Creative Arts students further explored Aboriginal Culture through experimenting with Aboriginal inspired art styles, such as dot painting, colours and media.

Multicultural and anti-racism education

Throughout all key learning areas cultural understanding and appreciation of different cultures is valued and embraced. Students are exposed to differing beliefs through celebrations, festivals and traditions, not only within 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.