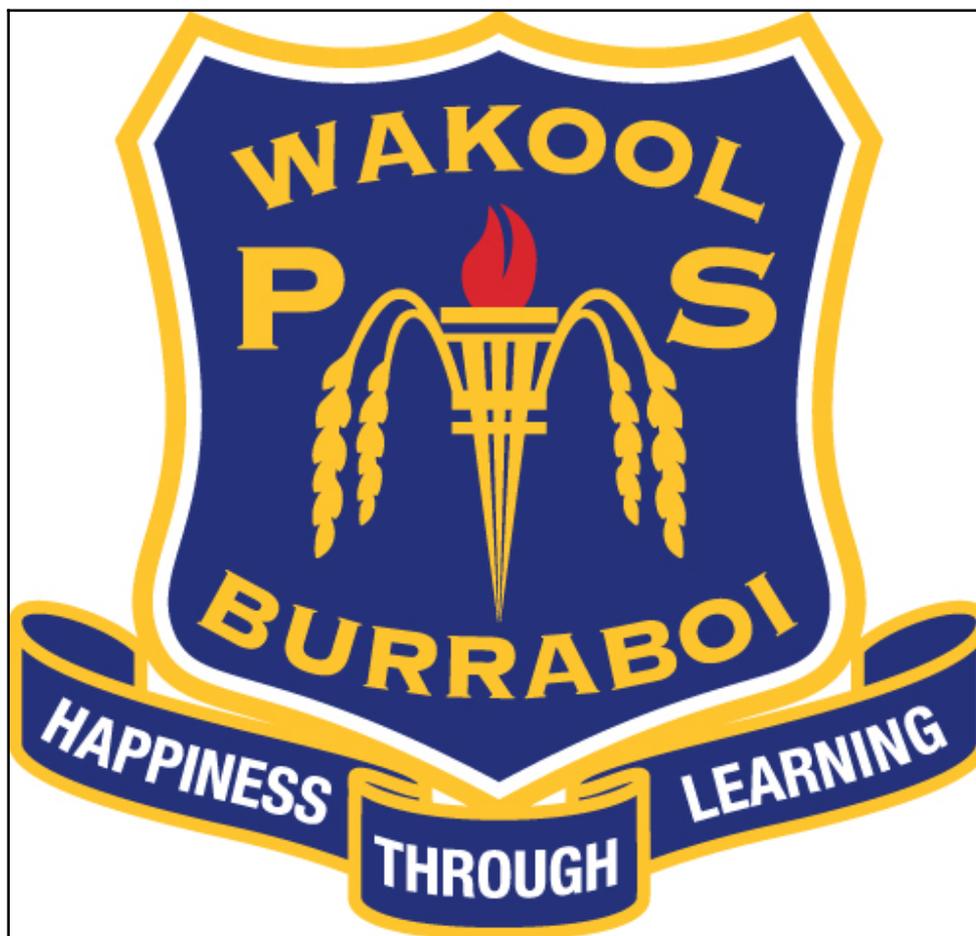


Wakool Burraboi Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

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.

Improvement Measures

All students K–6 achieving a positive growth as measured on the Literacy and Numeracy Progressions using PLAN2.

Increase number of activities to develop the whole child.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Ensure learning is data driven and based on assessment and learning progressions as part of the Early Action for Success program. Targeted intervention and feedback for all students reflects best practice. Students access targeted support, extension, or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
A Whole School Assessment Schedule was developed and implemented during Semester One. Teachers were able to effectively use assessment of and for learning to ensure the learning progress of each child. Assessment will remain a priority in 2020 with all staff ensuring timely and explicit evaluation of student progress occurs as part of an agreed Assessment Schedule.	2 x \$500 Casual relief teacher 2 x days face to face support with Early Action for Success Instructional Leader

Process 2: Learning Opportunities

Provide students with a variety of engaging learning opportunities, including sporting and cultural programs, creative arts, Aboriginal Education and other innovative initiatives.

Evaluation	Funds Expended (Resources)
Teachers addressed student wellbeing needs by reviewing and evaluating existing learning opportunities provided by the school. In 2020, the school will look at authentic links with neighbouring schools to further develop student interaction skills, perseverance and resilience. Students were consulted to gain regular feedback and suggestions on current and potential future opportunities to enhance student learning. At this stage this is an informal process, in 2020, the school will move towards making this a formal process involving a survey or questionnaire to seek information and feedback from the students about how we can best support them.	

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.

Improvement Measures

All teaching and learning programs contain evidence of data analysis being used to inform teaching programs.

All teachers develop and implement a professional learning plan, outlining their goals, focusing on curriculum implementation, technology and community relations.

Progress towards achieving improvement measures

Process 1: Professional Learning

Engage in professional learning through the Early Action for Success program to address staff need in Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Teachers were trained in best practice Literacy and Numeracy teaching initiatives to ensure student learning was maximised. This Professional Learning was part of the Early Action for Success Initiative. Staff felt more confident in their teaching of literacy and numeracy, as they understood both the research base and the strategies to use to maximise results for students. Students were confident because they knew what to do and how to do it. In 2020, we will continue with this process.	4 x \$500 Casual relief teacher

Process 2: Data Skills

Develop skills and understanding to use data analysis to inform teaching practice, differentiate learning and support literacy and numeracy.

Evaluation	Funds Expended (Resources)
Professional Learning was focused on the implementation of PLAN2, and teachers understood the purpose and the software. This will become a priority for 2020. Staff will regularly meet to ensure the Assessment Schedule is followed and data used to track student learning on PLAN2.	1 x \$500 Casual relief teacher

Process 3: Technology

Develop skills and understanding of the use of technology for all students.

Evaluation	Funds Expended (Resources)
All students have improved their understanding and use of basic technology skills; log in, log out, publish document, save document and print. Some students are extending skills well beyond this point, however, some students are currently requiring assistance with this. Visual reminders and prompts may be used in future to assist some students with achieving these skills.	\$500 Online learning programs

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.

Improvement Measures

Decrease the number of negative behavioural incidents.

Increase parent engagement in school, for student learning.

Progress towards achieving improvement measures

Process 1: Community Partnerships

Utilise research based information to connect with parents and community to engage confidently in school life.

Evaluation	Funds Expended (Resources)
Regular attendance at school is the foundation for learning and growth for students. All parents/carers understand student attendance responsibilities. Teachers regularly engaged with and informed parents/carers about their child's learning. This was often informally through conversations before and after school, phone calls and discussions. A more formal meeting is also available to parents when required or requested. In 2020, more explicit attendance strategies will be utilised in order to ensure parents and students understand the impact that absences have on their learning.	

Process 2: Behaviour

Implement a school values approach to student behaviour systems across the school.

Evaluation	Funds Expended (Resources)
There was a focus on linking behaviour with school values so that students would understand their rights and responsibilities. The School Counsellor presented a session to the whole school focused on behaviour management, including strategies that they could use to regulate their own behaviour. As a result of this training, classroom behaviour management charts were developed. In 2020, there will be a focus on students understanding the values of the school and how they apply to them. This will include a visual representation of the school values on display in the school library.	School Counsellor session

Process 3: Wellbeing

Develop whole school approaches to well being that are directly aligned to the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
All students understood what was meant by the terminology 'plausible attempt' as this had been taught as part of EAFS. Initially this was introduced as part of the explicit teaching of writing, with students encouraged to have a 'plausible attempt'; have a good go, sound it out—beginning, middle and end and use what they already knew. The intention was for this strategy to be extended to the playground settings in order to support students wellbeing and encourage positive behaviour. There is still much work to be done in this area and it will be a focus of 2020.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$928	This money was combined with other Equity Funding to ensure a second teacher was employed five days per week to meet the individual needs of all students. This enabled the students to be grouped into two classes which ensured their individual learning needs were met. A successful Aboriginal Cultural Day was held at our school and was conducted by the local Aboriginal Education group.
Low level adjustment for disability	\$13945	This money was combined with other Equity Funding to ensure a second teacher was employed five days per week to meet the individual needs of all students. This enabled the students to be grouped into two classes which ensured their individual learning needs were met. Student learning was differentiated to ensure students had a years growth for a years learning.
Socio-economic background	\$19887	This money was combined with other Equity Funding to ensure a second teacher was employed five days per week to meet the individual needs of all students. This enabled the students to be grouped into two classes which ensured their individual learning needs were met. Along with the P&C the school paid for students to attend excursions and extra curricular activities if they chose.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	7	6	6
Girls	4	6	6	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.6	94.3	100	96
1	93.8	90.9	73.5	100
2	89.8	95.5	100	85.2
3	96.6	94.3	92.5	
4	97.7	90.9	92.7	92.6
5	95.5	90.9	96.3	95.6
6	96.6	95.2	94.9	92.3
All Years	95.2	93.7	92.2	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.75

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	94,053
Revenue	376,387
Appropriation	369,818
Sale of Goods and Services	65
Grants and contributions	5,576
Investment income	928
Expenses	-406,255
Employee related	-336,006
Operating expenses	-70,249
Surplus / deficit for the year	-29,868

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	34,761
Equity - Aboriginal	928
Equity - Socio-economic	19,887
Equity - Language	0
Equity - Disability	13,945
Base Total	304,555
Base - Per Capita	2,816
Base - Location	9,263
Base - Other	292,476
Other Total	8,942
Grand Total	348,257

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2019 included:

- Parents were happy with the separation of infants and primary for Literacy and Numeracy groups in terms one and two.
- 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.
- All students and staff appreciate parents and community members being involved in school activities when appropriate, for example sports carnivals and assemblies.
- Parents were extremely satisfied with the social benefits our Year 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.
- 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.
- All students and parents were satisfied with the connections made with a neighbouring school during a STEM visit.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.