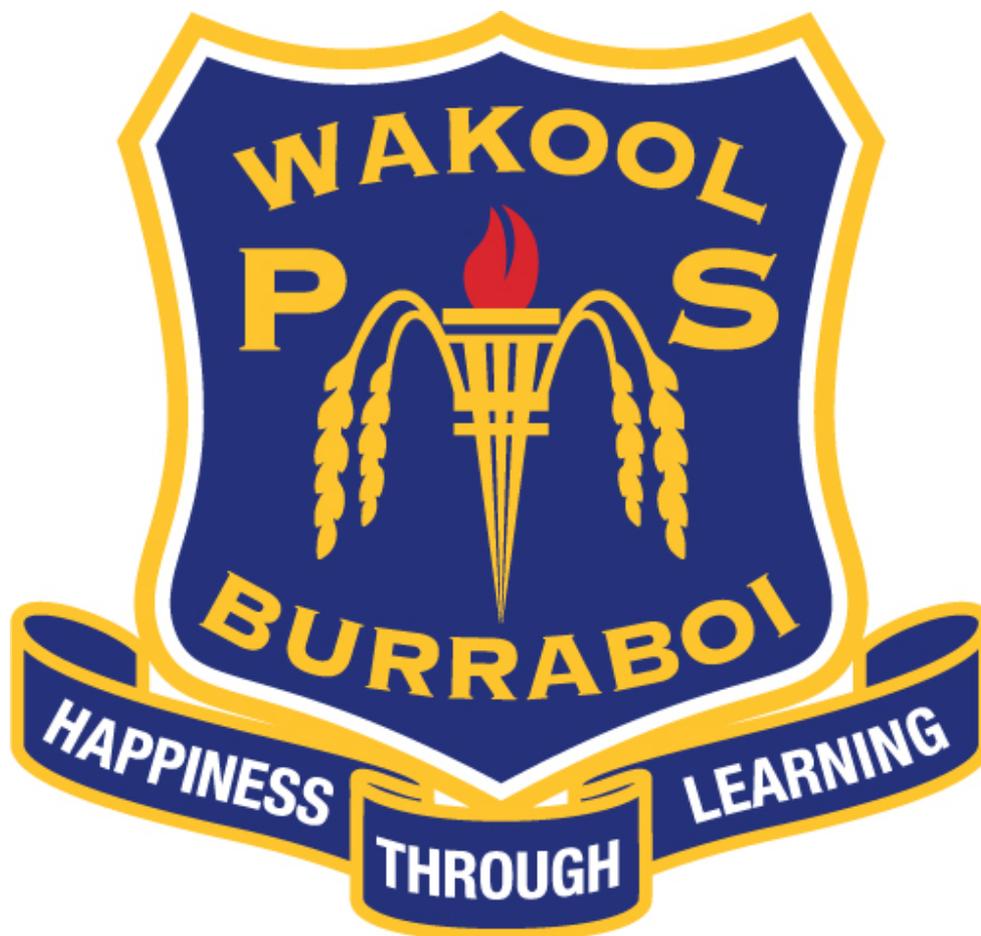


2020 Annual Report

Wakool Burraboi Public School



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Introduction

The Annual Report for 2020 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 vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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)
<p>What did you do? The whole school assessment schedule is in place and followed by all teaching staff to monitor, track and guide future teaching and differentiation of learning. Each week Literacy and Numeracy learning progressions are updated according to the Assessment Schedule.</p> <p>How successful was this? Student learning is targeted and intervention or extension is provided as needed. Assessment is ongoing to ensure accurate tracking of individual student learning.</p> <p>What was the impact and how do we know? All students have progressed in both Literacy and Numeracy. Students have high expectations for themselves and their learning. Teachers provide quality teaching that meets the needs of each individual student.</p> <p>Where to next? Teaching staff identify areas of need and access quality Professional Learning to address these needs.</p>	2 x Casual relief teacher

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)
<p>What did you do? All students participate in a Wellbeing session during weekly library sessions. These sessions follow a Wellbeing program as well as needs-based approach. Students are consulted to gain regular feedback and suggestions on current and potential future opportunities to enhance student learning.</p> <p>How successful was this? Students are engaged and inspired to participate in a variety of learning opportunities. Students have ownership of their behaviour and are able to regulate their behaviour to ensure their personal wellbeing as well as the wellbeing of others.</p> <p>What was the impact and how do we know? Student wellbeing is ensured through a variety of positive learning opportunities and explicit teaching of behaviours and expectations.</p>	Positive Living Skills Program (funded through grant)

Progress towards achieving improvement measures

Where to next?

Student expectations are known and highlighted across the whole school.

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)
<p>What did you do? All teaching staff engage in Professional Learning through the Early Action for Success program to address staff need to ensure quality teaching of literacy and numeracy across all stages. Individual student learning needs are the focus on current and potential future Professional Learning directions for staff to enhance opportunities for student learning.</p> <p>How successful was this? Staff are enthusiastic about enabling students to reach their full potential in literacy and numeracy. Staff fully engage in Professional Learning opportunities and apply gained knowledge, skills and understanding to future practice.</p> <p>What was the impact and how do we know? Teaching staff are confident and able to provide quality teaching for each student. Teachers collaborate to share gained learning from Professional Learning with each other. Students are engaged in literacy and numeracy lessons and learning progress is evident for each child.</p> <p>Where to next? Regular review of student assessment data to ensure Professional Learning is targeted and meeting the needs of the students and staff.</p>	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)
<p>What did you do? All teaching and learning programs contain evidence of data analysis being used to inform teaching programs.</p> <p>How successful was this? Teachers have embedded ongoing regular assessment for and of learning into teaching programs. This assessment data becomes evidence of evaluation to guide future teaching. Teaching staff monitor individual progress thoroughly to ensure their teaching is meeting the needs of the students.</p> <p>What was the impact and how do we know? Improved teaching programs and use of assessment to guide future teaching has resulted in improved</p>	2 x \$500 Casual relief teacher \$500 Online learning programs 1 day working with Early Action for Success Instructional Leader

Progress towards achieving improvement measures

student learning outcomes and differentiation.

Where to next?

Student learning is tracked through the analysis of valid data and reflected in teaching and learning programs.

Process 3: Technology

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

Evaluation	Funds Expended (Resources)
<p>What did you do? All teachers develop and implement a Professional Learning Plan, outlining their goals, focusing on curriculum implementation, technology and community relations.</p> <p>How successful was this? All teachers and Student Learning Support Officers have a quality Professional Development Plan, with goals that are directly linked to the school plan.</p> <p>What was the impact and how do we know? All staff have clear, known goals that will enhance their ability to facilitate quality teaching for all students. Students are engaged in learning and enthusiastic about reaching their full potential. Staff are implementing the curriculum with an increased focus on technology and community relations.</p> <p>Where to next? Student and community feedback is taken into account when staff are developing goals for their Professional Development Plans.</p>	<p>\$6000 purchase of laptops for student use as part of Home Learning (borrowing system)</p> <p>\$600 online learning programs</p>

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)
<p>What did you do? Strong partnerships and positive communication held with parents and students that support continuity of learning for all students.</p> <p>How successful was this? Students are valued at school and feel a sense of belonging. All students highly value school attendance. Parents/carers understand the importance of regular attendance at school. Student learning progress is improved as the continuity of learning for all students is enabled through minimal student absence.</p> <p>What was the impact and how do we know? All parents/carers understand student attendance responsibilities. Student attendance rates have increased across the school. All parents/carers are engaged and informed about their child's learning regularly. Parents/carers are engaging with the school and teaching staff regularly.</p> <p>Where to next? All parents/carers are engaging with the school regularly with clear communication.</p>	<p>Fortnightly newsletters</p> <p>Phone calls to parents as required</p>

Process 2: Behaviour

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

Evaluation	Funds Expended (Resources)
<p>What did you do? Implement a school values approach to student behaviour systems across the school.</p> <p>How successful was this? Students developed and are able to maintain positive interactions with peers and teachers, enabling them to achieve.</p> <p>What was the impact and how do we know? Explicit teaching of school values embedded across the school.</p> <p>Where to next? Increased educational outcomes for all students and student wellbeing with parents support.</p>	<p>School Counsellor sessions</p> <p>Learning Support AP visits and classroom observations to provide support and feedback to teachers</p>

Process 3: Wellbeing

Progress towards achieving improvement measures

Process 3: Develop whole school approaches to well being that are directly aligned to the Wellbeing Framework.

Evaluation	Funds Expended (Resources)
<p>What did you do? Develop whole school approaches to well being that meet the needs of the students. Implement the 'Positive Living Skills' program K-6.</p> <p>How successful was this? Students develop and maintain positive interactions with peers and teachers enabling them to achieve.</p> <p>What was the impact and how do we know? Clear communication systems in place across the school to provide parents with ongoing opportunity for engagement and involvement in the school.</p> <p>Where to next? Student expectations are known and highlighted across the whole school.</p>	School Counsellor sessions School Chaplain

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1045	This money was combined with other Equity Funding to ensure a second teacher was employed three days per week to meet the needs of all students. The enabled the students to be grouped into two classes for three days per week for literacy and numeracy. This ensured individual learning needs were met.
Low level adjustment for disability	\$14276	This money was combined with other Equity Funding to ensure a second teacher was employed three days per week to meet the needs of all students. The enabled the students to be grouped into two classes for three days per week for literacy and numeracy. This ensured individual learning needs were met. Student learning was differentiated to ensure students had a years growth for a years learning.
Socio-economic background	\$12694	This money was combined with other Equity Funding to ensure a second teacher was employed three days per week to meet the needs of all students. The enabled the students to be grouped into two classes for three days per week for literacy and numeracy. This ensured individual learning needs were met. Along with the P&C the school paid for extra curricular activities throughout the year.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	6	6	7
Girls	6	6	3	4

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	100	96	86.1
1	90.9	73.5	100	87.6
2	95.5	100	85.2	99.3
3	94.3	92.5		87.3
4	90.9	92.7	92.6	
5	90.9	96.3	95.6	85.2
6	95.2	94.9	92.3	86.5
All Years	93.7	92.2	92.9	87.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6		92.1
4	93.9	93.4	92.9	
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	64,185
Revenue	394,015
Appropriation	385,901
Sale of Goods and Services	359
Grants and contributions	7,526
Investment income	229
Expenses	-329,294
Employee related	-291,764
Operating expenses	-37,530
Surplus / deficit for the year	64,721
Closing Balance	128,906

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	28,015
Equity - Aboriginal	1,045
Equity - Socio-economic	12,694
Equity - Language	0
Equity - Disability	14,276
Base Total	316,941
Base - Per Capita	2,165
Base - Location	8,381
Base - Other	306,396
Other Total	12,615
Grand Total	357,571

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

- Parents/carers were satisfied with literacy and numeracy groups two days per week (during Term 1, 2 and 3)
- Most parents/carers were satisfied with the separation of infants and primary students during Term 4 in different classrooms
- Student engagement in learning was increased through ability based groups
- All students and parents were satisfied with sporting opportunities provided throughout the year as a result of COVID-19 restrictions in place
- Parents were mostly satisfied with the use of the SeeSaw App during the Home Learning and return to face to face learning for student work resources, communication with teachers and seeing photos of students at school
- Students enjoyed leadership opportunities offered to them
- Parents are genuinely interested in their students learning through discussions with classroom teachers
- Students and parents are 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
- Most parents and students are generally satisfied with the way school resources are utilised, maintained and improved.
- Parents were mostly satisfied with the technology resources available for student use in the school

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.