



Making a Difference

Wagaman Primary School

Annual Performance Report to the School Community

2020



The Wagaman Way

CORE VALUES

- CURIOSITY** ?


- KINDNESS**


- PERSISTENCE**



AGREEMENTS

We use Tribes Community Agreements to help us learn together. These are:

- 🔊 **Attentive listening**
We listen with all our senses.
- 👤 **Mutual respect**
We respect the ideas, beliefs and values of others.
- ✅ **Appreciations**
We speak kindly and think of other people's feelings.
- 👉 **Participation**
We participate to make the most of our learning.
- 🌟 **Personal best**
We always try our best.



LEARNING ASSETS

We use Kath Murdoch's Learner Assets (2015) to explicitly teach the skills and dispositions for life long learning.

Making a Difference

School Overview

Our School

Wagaman Primary School was established in 1973. Wagaman is a small residential area, but enrolment remains strong as the school attracts families from both within and beyond its region. A sense of heritage can be seen in the enrolment pattern with the second generation of families now enrolled for their primary education at Wagaman. Families choose Wagaman School for its provision of quality Preschool to Year 6 education and its reputation as having a positive culture. We are cognizant of the demographic features of Wagaman and, with this in mind, aim to provide programs that will truly meet the needs of our clientele and "make a difference". In 2020 Wagaman maintained an average enrolment of just over 300 students with an attendance rate of 89%. Wagaman Primary School ICSEA is 964.

The school, located on Wagaman Terrace, continues to promote a sense of community. The establishment of a childcare centre onsite supports our vision of providing an early learning precinct. Providing families with options to transition their children from childcare to pre and primary schooling within one campus is considered advantageous. Our Preschool is located within the early childhood hub of the primary school which enhances collaboration with staff and students. Camp Australia offers Outside School Hours Care services on the school site after school and throughout the school holiday breaks.

Our facilities have been renovated and redesigned over the years to accommodate the purposeful learning features of the school's programs. The semi-open learning areas are conducive to collaborative teaching and learning, especially within early childhood, where investigations and play-based learning are features. The school maintains a specialist music teacher who coordinates with the NT Music School staff to offer a comprehensive instrumental tuition program. In 2020 the music teacher worked with students to write a Wagaman school song launched at the end of year presentation assembly. The Wagaman senior choir participate annually in The Beat celebration. In 2020 the school continued its partnership with the NT languages school and offered Indonesian lessons for Year 1 – Year 4. Rock and Water and the explicit teaching of emotional regulation continued to be a key component of the school's Social and Emotional Wellbeing strategy.

Wagaman has continued to enhance the provision of digital technologies through the ongoing purchasing of laptops, iPads, display screens and robotics in line with our 21st century strategic focus. The school's revision in 2019 continued, and signage around the school was updated in line with this.

Our Staff

Our staff is experienced and diverse. In 2020 we averaged 28 full-time staff with a staff attendance rate of 91.4%. In 2020 we had four teachers who had Early Childhood degrees, and all of our remaining staff met the Australian Professional Standards for teachers. Four staff members identified as Aboriginal and/or Torres Strait Islander. Staff retention was 84.6%. The school leadership team consist of the Principal, Assistant Principal, two Senior Teachers and a Business Manager. The school maintains one 0.6 teacher aligned to the library and a 0.6 music teacher. In 2020 the Students With Additional Needs (SWAN) teacher worked 0.8.

Our Students

The school population is proud of its diversity, with a large number of our students coming from an English as an Additional Language or Dialect background. Approximately 35% of students at Wagaman identified as EAL/D, with about 45% of students coming from a Language Background Other than English. Of the total school population, approximately 27% identified as Aboriginal and/or Torres Strait Islander. A growing number of these families are returned enrolments from remote communities. This transience impacts their schooling and requires us to frame intervention programs to meet their needs. Intervention and assistive learning are provided to a significant cohort of students who have identified disabilities or needs. Approximately 5% of our students are in the care of Territory Families. Wellbeing is essential for children to achieve both socially, emotionally and academically. In 2020 Wagaman continued to ensure the development of positive relationships between students, staff and parents through an ongoing Social and Emotional Learning focus.

Non-attendance of students is taken seriously at Wagaman, and we employ a number of strategies for working with families to increase the level of attendance of all students. In 2020 with the onset of COVID-19, maintaining regular attendance at school was a challenge during March and April. At Wagaman, class rolls are marked twice a day by teachers. Parents of our school are made aware that they must contact the school via phone, email or letter, either on the day of absence or the day they return to school, to advise the reason for a child's absence. Each day office staff will contact parents of students who have been identified as having un-notified absences. The school has an AIEW who works proactively with administrative staff and the principal to develop relationships and follow up attendance with families through phone contact and home visits when necessary.

Our Community

Maintaining a positive sense of community is a critical feature of Wagaman School's charter. Inclusion and connectedness are integral to our Social and Emotional learning framework. 2020 was a very different year, and engagement with the community proved challenging as we navigated COVID-19. We engaged with the community primarily through social media, SeeSaw and email for the majority of the year. Our Facebook following grew, and all items posted were in line with our whole school inquiry focus. The school subscribed to Seesaw, and it was utilised to communicate with families and provide online learning tasks that students could access from home.

Principal's Report

2020 was a year like no other across the world. We faced challenges we never expected, and when COVID-19 hit our shores in late February, the world as we knew it changed significantly. Through it, all our staff remained positive and hard working. We did spend most of the year having to limit visitors to our school and hold virtual events. We were lucky in the Northern Territory, and whilst our schools did not officially close, we did have 4 days at the end of Term 1 to prepare ourselves for the possibility of moving to online learning. At Wagaman, we embraced this challenge and very quickly had all of our families connected through Seesaw. We did upgrade our subscription to this to fully use all the features to connect and learn with students and families. We had several vulnerable families and families with concerns who did choose to keep students at home. Classes connected with some of these students through video conferencing and work was provided. By early Term 2 we had all of our students and teachers working from our school campus again. Our attendance tracked relatively steadily throughout the year. We had a dip in attendance at the end of Term 1 with the onset of COVID-19 and finished the year without attendance averaging 89% for the year. It was slightly lower than in previous years. We continue to be vigilant regarding COVID-19. Extra cleans of the school, regular handwashing, sanitiser at the school entry, COVID plans for events and a Pandemic Plan are all actions that continue to be implemented across our school. At the end of last year in consultation with parents, we decided to cancel our biennial Year 5/6 trip to Canberra. We agreed that the risks of travelling interstate were too great, and this point was further reinforced to us again over the Christmas period when travel restrictions were implemented at very short notice.

Curriculum

- We worked towards linking our recent writing improvement agenda to reading. We had to cancel our planned Professional Learning with literacy consultant Lisa Keskinen. However, we did participate in two Zoom sessions with her throughout the year to begin our work on reading.
- We introduced the Brightpath writing assessment tool to assess student writing. This became a key body of work carried out through teacher professional learning communities in 2020.
- There was a regular commitment made to teacher collaborative planning, and teachers participated in regular team planning sessions to ensure consistency of teaching and learning across classes.
- We have continued to work towards developing an inquiry mindset in both teachers and students. 5 teachers participated in Spirals of Inquiry training in February with expert educational consultants from British Columbia.
- Our planned work with Australian based inquiry learning consultant Kath Murdoch did go ahead; however, it was carried out virtually. We will continue to work with Kath in 2021 to build skills and expertise regarding inquiry learning for our students.
- Our new reporting format was implemented in 2020 and received very positive feedback from parents and staff.
- Teaching staff worked in Professional Learning Communities focused on writing 3 times per term throughout 2020.
- Students with Additional Needs programs were further developed and have grown to include reading intervention, phonics intervention, speech development, self-regulation skills and social skills, and significant in-class support for identified students.

- We implemented the pedagogical framework of Meaningful Maths in 2020 and employed a coach to work with all classroom teachers in Term 2 – 4.
- We continued our focus on developing the Learner Assets as part of our whole school language of learning and rewarded students who demonstrated these.
- All staff participated in MAPA (Managing Actual and Potential Aggression) training delivered by DoE.
- In September, our Year 3/4 students attended camp at Batchelor Outdoor Education Centre for 3 days.
- Our Progressive Achievement Test (PAT) results in 2020 indicated that our student cohort achieved slightly greater growth than previous years in both reading and maths.
- Teachers consistently worked together to plan inquiry units with consistency across year levels.
- Our Early Years classes participated in a two-week swimming program with the Royal Life Saving Society of Australia.
- We hosted a virtual performance called Ned's Mindset Mission, which focused on approaching challenges with a growth mindset.
- We continued to upgrade our technology resources by purchasing laptops, iPad and Apple TVs for student and teacher use in classes.
- NAPLAN was cancelled in 2020 due to the COVID-19 pandemic.
- After uncertainty and with a change of date, our sports day did go ahead in August, and parents could attend. It was the first event since the pandemic onset, which parents were able to attend.

School

- We completed the upgrade of display panels and computers in each classroom across the school.
- We worked towards achieving the key goals in our school improvement plan, with Professional Learning Communities becoming a regular part of the work carried out by our teachers to continue to develop the implementation of our whole school approaches to writing.
- The Learning Commission continued to be led by our teacher commissioner Mrs Lesley Colling. In 2020 they were active and led work to improve Maths at Wagaman. Their work was showcased at Parliament House, where they presented their story to other Learning Commission schools, the Minister for Education and DoE CE.
- Our enrolments sat at or above 300 for the majority of the year.
- In 2020 we had our largest parent response to our school survey with 85 respondents. Overall our results were positive from staff, students and families. In the vast majority of areas, our stakeholders rated us at between 3.5 and 5 out of a possible 5. Most ratings were above 4 across all surveys. One area highlighted from our student perspective was their ability to manage emotions. As a result our teachers began the year with professional learning about Zones of Regulation and we are working towards utilising this across our school. An area that was lower scoring in the parent survey was regarding students' ability to communicate safely and respectfully online.
- We continued to work with Charles Darwin University in our teaching schools capacity and hosted some preservice teachers.

- Wagaman continued to work with local schools as part of the Casuarina Education Precinct and participate in the Network of Inquiry and Innovation.
- The majority of our assemblies in 2020 were held virtually through Skype. At the end of the year we were excited to hold our graduation and whole school presentation assembly at school with families invited and COVID plans implemented.

Facilities

- New playground equipment was installed in the Preschool.
- We began planning for an upgrade of our Area 1 playground. This area has significant issues which we need to address through an upgrade.
- At the beginning of the pandemic, we had Affinity Education Group (Milestones) and Camp Australia approach us for fee reductions. We negotiated and ended up reducing Camp Aust leasing fees in Term 2 only. Milestones were offered a deferment which they declined.
- Signage around the school has been updated in line with our 2019 re-visioning.
- We had significant flooding through our buildings in October. A large clean up followed, and as a result, we had carpets in the Transition area replaced.

Human Resources

- In 2020 we had two staff members return after 12 months of leave.
- We had a new Preschool teaching assistant join us in Semester 2, 2020.
- One of our staff was on leave in Semester 2 and her position was filled by Ani Guidon
- Our Principal position was advertised, and after 18 months of acting in the role, I was secured in the position and vacated the Assistant Principal position. This position was advertised, and Dane Russell was the successful applicant. This has meant stability in our senior leader positions.
- We were able to advertise our Business Manager position, and after acting in it for over 12 months, Maria Vlamos was secured to the position as an ongoing employee.
- At the end of 2020, we had two long term staff members leave us.

School Sport

- Students in Year 5 & 6 attended interschool sport with Casuarina Education Precinct schools. Students continued to participate in gala days through this program.
- Ms Teneale Ah Mat and Mr Brod Church coordinated and supervised Wagaman Warriors to participate in after school AFL during Term 3.
- Three Netball teams participated in the after school netball challenge in Term 4. They were coached and coordinated by Ms Maddi Brown, Ms Gemma Chadbourne and Mrs Lisa McLean.
- We offered a variety of after school sporting opportunities to our Year 3/4 students. These included Judo, gymnastics and squash.

Community Events

- Our community events were put on hold due to COVID-19.

- Our school concert was filmed and made available to families online.

Student Participation

- Year 5 and 6 students participated in a variety of orientation activities at Dripstone Middle School. These included enrichment classes, Young Achiever Days and orientation day.
- We continued to develop student voice and agency through the work of the Learning Commission.
- Our Year 5/6 classes worked with STARs and the Clontarf foundation
- Two teams of students participated in the Tournament Of Minds, which was held in virtual form
- Student Leadership has continued to grow with sporting captains, Learning Commissioners, Year 5/6 fitness leaders, flag monitors and in 2020, a technology group.

Camp Australia

- This service continued at our school over 2020. Council implemented a subgroup, and we met monthly with Camp Australia staff to support the growth of the service.
- The service had a consistent coordinator throughout 2020, which supported the development of consistency for our students.
- Feedback through the school survey regarding the service was largely positive, and we worked with Camp Australia to implement suggestion made.
- Camp Australia have actioned all feedback to date and been proactive in meetings.
- The service currently has approximately 30 students attend each day.
- In 2021 it is advisable that the Council continue to have a Camp Australia subgroup with a parent representative who utilises the service.

Attendance School

- School attendance sat at 89% by the end of the year, which is just below our 90% target. For this reason, it is a feature of our 2021 Annual School Improvement Plan.

Mandy McKinnon

Principal

School Council/Board Report

2020 was a unique year for everyone, including Wagaman Primary School (WPS). It was both a busy and quiet year for the school. Although the calendar of events that usually occur at WPS could not go ahead, the teachers, students and Council adapted to deliver another successful year. I would like to thank everyone for the efforts from last year, particularly the teachers and business manager, in an unprecedented year.

We have had several staffing changes throughout the school and welcome on board in a full-time capacity Mandy Mckinnon as Principal and Dane Russell as Assistant Principal. These appointments met backfilling of positions which Mandy and her staff, as well as members from Council, assisted with. As Chair, I welcome the new team and believe it to be a strong leadership team that will continue to grow the reputation and well-rounded educational outcomes for our children.

Our school strategy was refocussed in 2020 with a couple of key areas identified as strengths of WPS, and we ensured that our strategy would complement these. We also recognised that we can be a leader and an enabler in spirals of inquiry learning, and our strategic position will support WPS to upskill our staff and develop other schools' programs.

Camp Australia has again had some issues in the past year. We are still supportive of their product and the program they are running. Hannah and Mandy were meeting with Camp Australia Monthly to help identify areas where improvement is necessary. This has led to better consistency in staff, more directed activities, and improved behaviours across the program. I acknowledge the difficulty of the year that was and thank Camp Australia across the Darwin region for them to adapt and accommodate most families without dropping their standards and maintaining all appropriate accreditations. The quickly changing social requirements due to the pandemic highlighted that their communication needed to be more diverse, which has been addressed. I need to recognise that we had a serious complaint raised against Camp Australia, and we passed this on to Camp Australia Regional Manager to action.

WPS continues to increase its digital adoption across the whole range of functions the school must do. This ranges from the classroom through to marketing and engagement of the wider WPS community. The team continue to promote WPS and our vision, culture, and great work that the school is doing. We have also moved entirely onto the seesaw platform, which families and teachers are well supporting.

WPS and Maria have dealt extremely well with the changing requirements from DoE regarding reporting, financial controls and increased cleaning and sanitation requirements. While the school budget did take a hit, the Business Manager managed this well, ensuring we continue to be in a stable financial position. Changes in IR rules led to a review of our onsite caretaker. It was determined that the cost of an onsite caretaker and the increased pay and entitlement requirements could not be justified. This has been a trend over the last few years with schools around the greater Darwin Region. We have engaged a security company to patrol, respond to alarms and complete final lock up services. I do note that we have seen an increase in destructive

behaviour on school grounds (generally after school) which the school is monitoring and addressing when required.

The school continues with its asset and infrastructure transformation. With large investments into digital tools including iPads, computers, and screen amongst the investments. This will enable our children to have access to and education in these tools creating digitally native learners, which will be vital in the future. The large wet season created some issues across the school with some areas being flooded, this has now been rectified with the Department providing the funding for this. We completed upgrades of our preschool play equipment and minor works across the school. We have completed planning and stood up a project to complete a major rework of the thoroughfare near the assembly area. This is a major investment and will need strong fundraising activities across the next couple of years to support it. If we do not, our financial position will be significantly weaker than it is now.

As we move into 2021, we continue to have strong enrolment numbers, we have clear infrastructure spend objectives, and we have a great platform with the people, strategy, and governance in place to build from. Although 2020 meant we could not hold most of our major events to gather and connect as a school this year, we can re-engage our renewed energy and excitement.

To everyone that has contributed to another successful year at Wagaman Primary School, a sincere thanks. This school is in a great place with wonderful people contributing to all aspects of our school. As we move into 2021, let's look at the Wagaman green and blue with pride, embrace the values and the Wagaman Way, and promote the great things our students, staff, and volunteers contribute day in day out. A special mention to Birgit, who is leaving the Council after several years as her children enter the next phase of their education. We have another couple of parents leaving Council, and I thank them for their efforts and time invested. If anything was missed, please let me know, and I can raise this at the next meeting. Also, a massive thanks to the teachers of our children who despite all the changes in 2020 showed wonderful resilience, adaptability, and strength to provide support and positive educational outcomes for our kids.

The year ahead is a key year for WPS as we look to re-engage with renewed vigour. Please use your networks to build our volunteer base and have conversations on increasing our engagement and participation within council and fundraising efforts.

Thank you all for your efforts in 2020, and looking forward to where we take this in 2021.

Regards

Jonathon Hewitson

Wagaman Primary School Chair

Identified signature strategies for 2020 school year

R4 - Metacognition and self-regulated learning

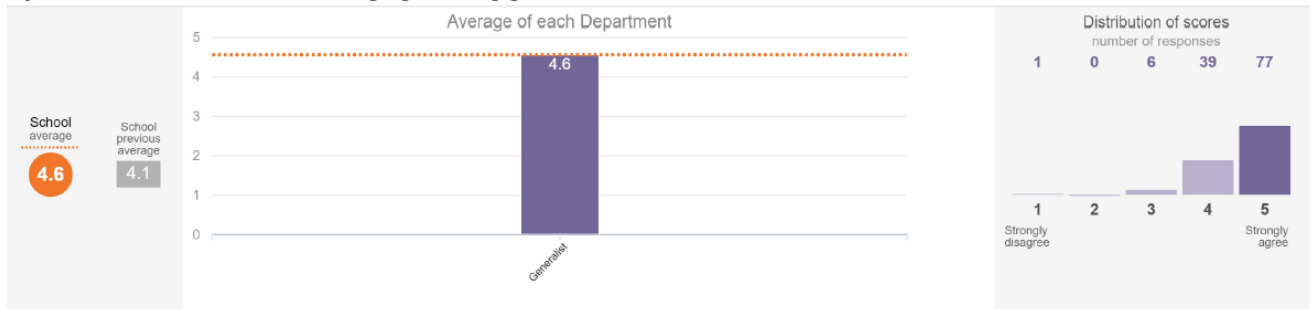
The goal for 2020 was:

By the end of 2020 students will use the language of Kath Murdoch's Learner Assets when discussing the what, how and next steps for their learning. Teachers will competent// use the pedagogical framework of an inquiry cycle to plan integrated learning experiences.

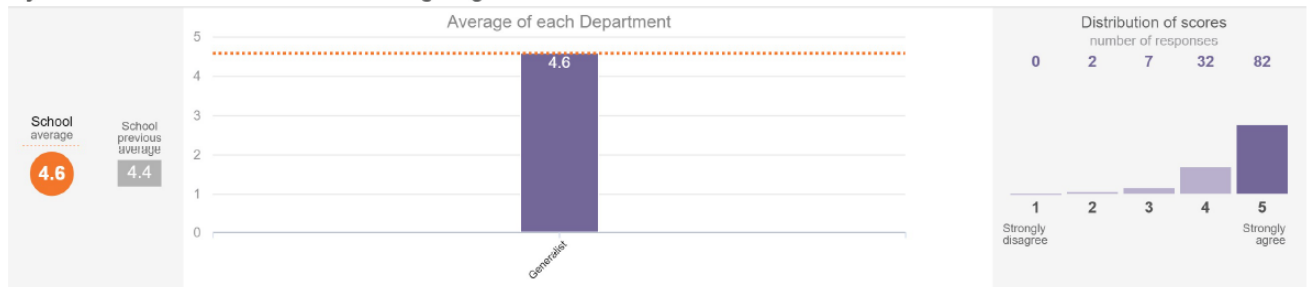
The school implemented various actions, including focused professional learning, implementing a common inquiry planner across Professional Learning Communities, explicit teaching of the learner assets, and individual student goal setting across the school which was reported on as a component of learning conferences. Student demonstration of the Learner Assets were reported on to parents as part of our new reporting format. The inclusion of these in our report was valued by parents which was indicated in the feedback received on the reporting format.

Pivot Semester 1 2020

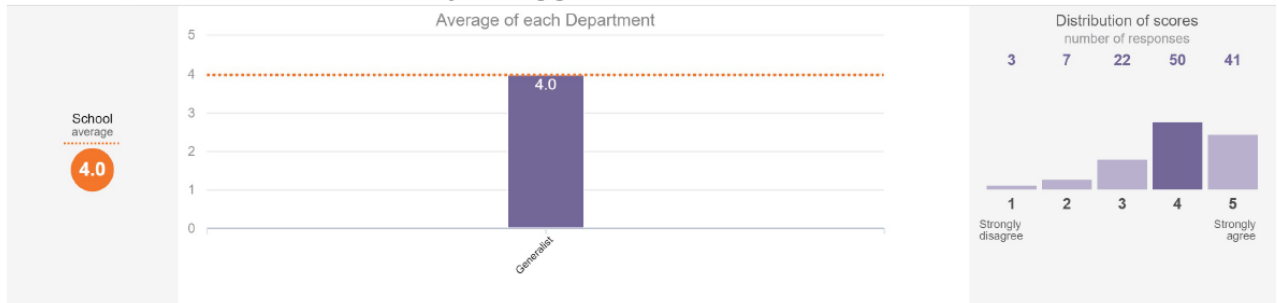
Q8 My teacher wants me to set challenging learning goals *



Q11 My teacher wants me to think instead of giving me the answers *

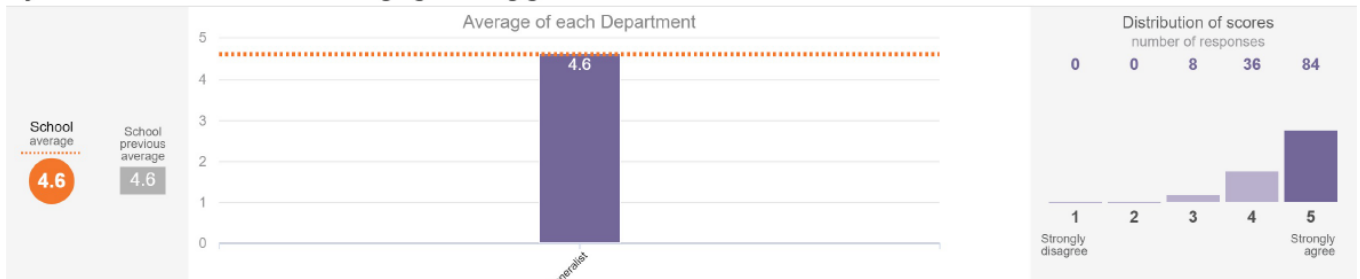


Q28 In this class, I know when I have achieved my learning goals

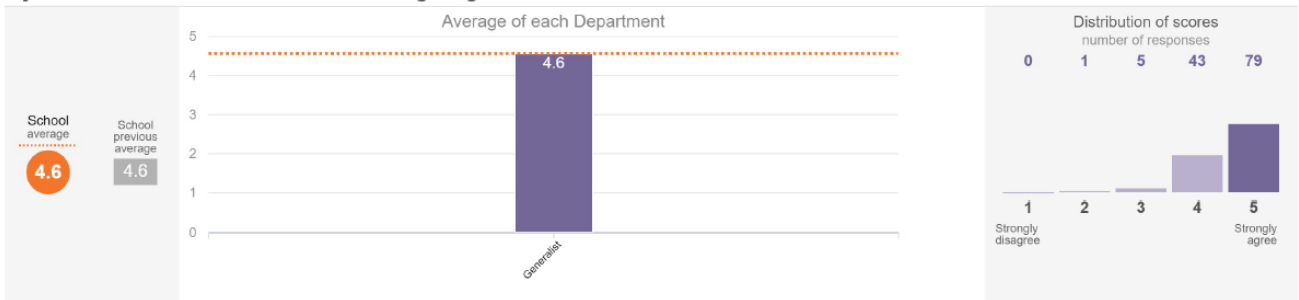


Pivot – Semester 2 2020

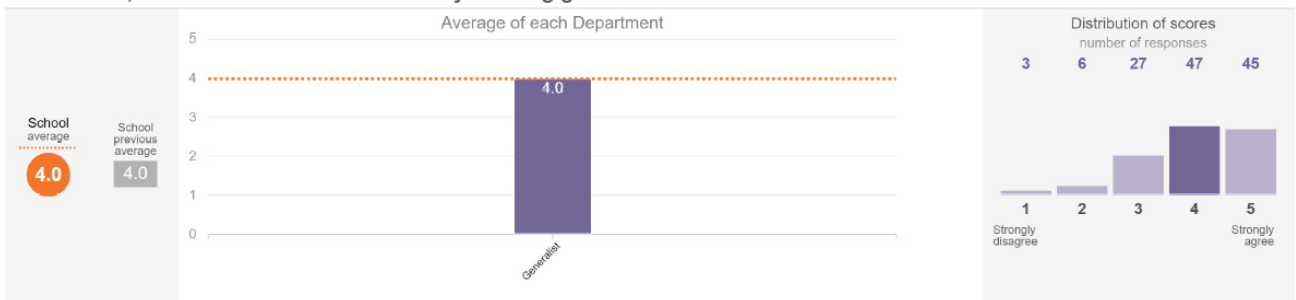
8 My teacher wants me to set challenging learning goals *



11 My teacher wants me to think instead of giving me the answers *

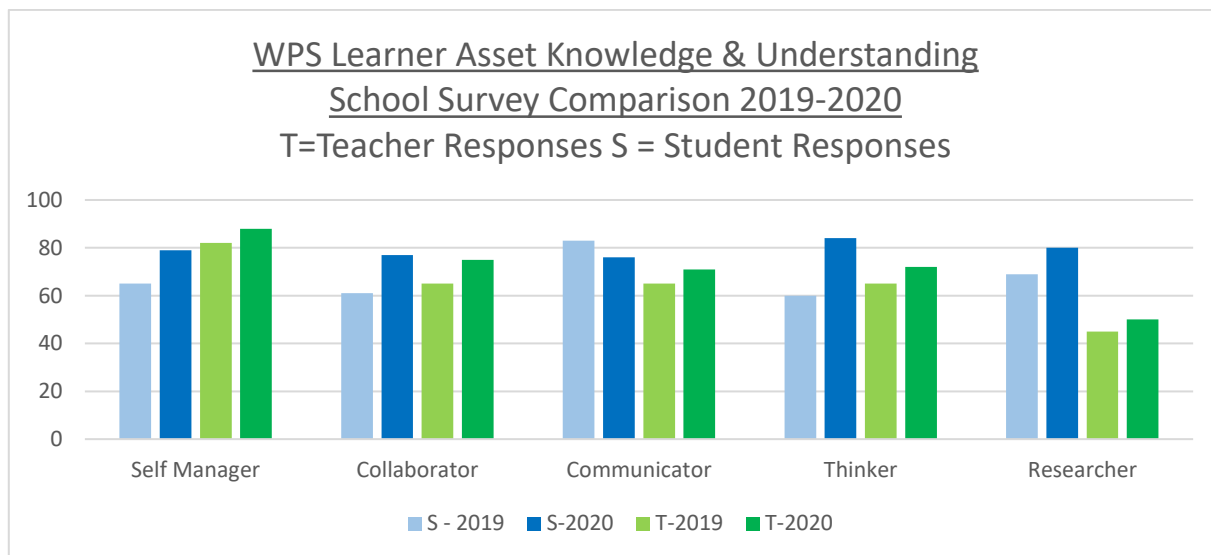


28 In this class, I know when I have achieved my learning goals



In each question, more students agreed with the statement overall in Semester 2 than Semester 1.

School Survey Data regarding knowledge and understanding of the Learner Assets 2019 - 2020



Overall in 2020, teacher and student responses indicated a greater number of respondents understood and used the assets.

R6 - Professional Learning Communities

By the end of 2020, teachers will have worked in Professional Learning Communities to enhance collective efficacy and harness collaborative expertise, to improve student learning outcomes.

In 2020 there were 11 formal PLC meetings held in the afternoon staff meeting time. The PLCs established protocols and utilised the Spirals of Inquiry to analyse writing through the implementation of the Brightpath Writing Assessment rulers. The teams then set goals and planned teaching sequences in line with the assessment data collected. PLCs noted anecdotal evidence from writing samples in the Early Years of increased use of sentence level punctuation and more students independently re-reading and editing their work. In the primary years, students were identified as extending their vocabulary and writing setting sentences. They were also more able to identify and write complex sentences.

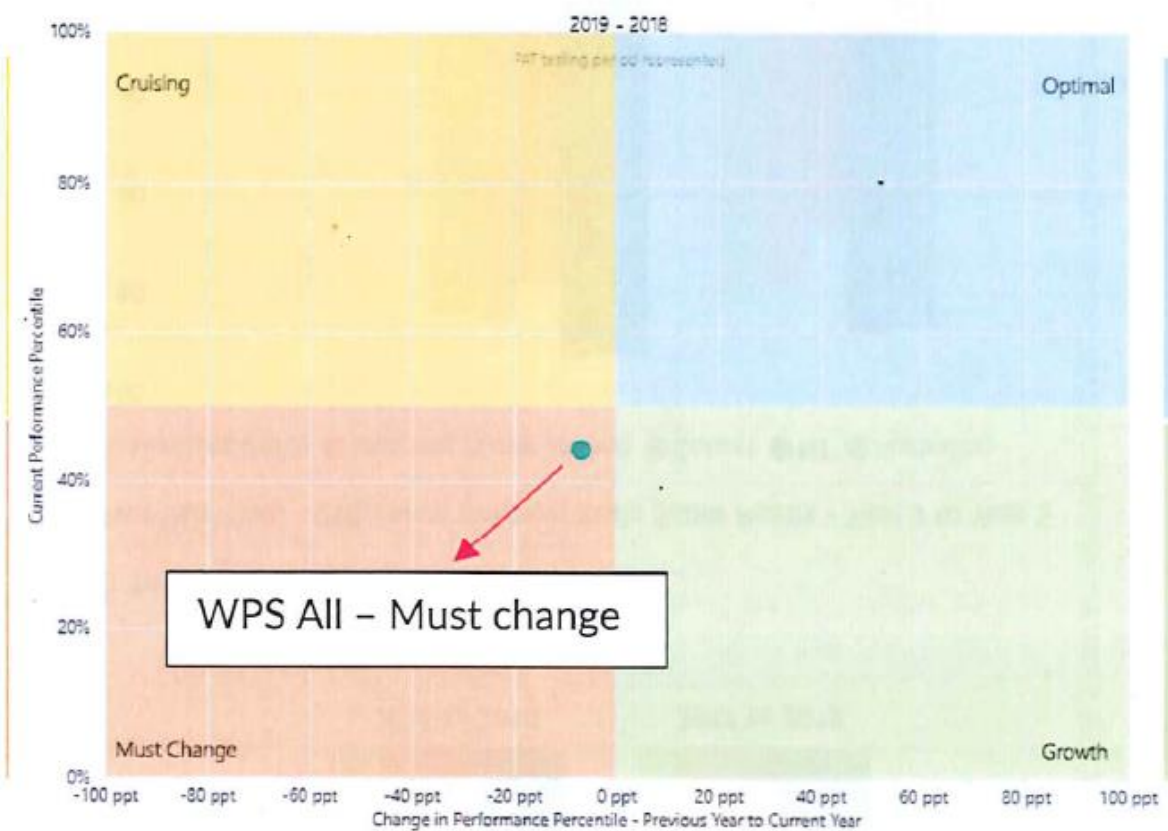
Five more staff members were trained in the Spirals of Inquiry methodology in February 2020. This meant that a total of 10 staff members had undertaken this training over a 12 month period. This number included all leadership team members and the majority of classroom teachers.

In 2020 Meaningful Maths was introduced and a coach employed 2 days a week for 3 terms to support teachers in its implementation. Teachers worked in teaching team PLCs to support the implementation of this pedagogical framework. This implementation is continuing in 2021. PAT data (included below) indicates positive gains in Maths achievement from 2019 -2020.

Overall reflection: how has your school's work in 2020 informed your focus for improvement in 2021?

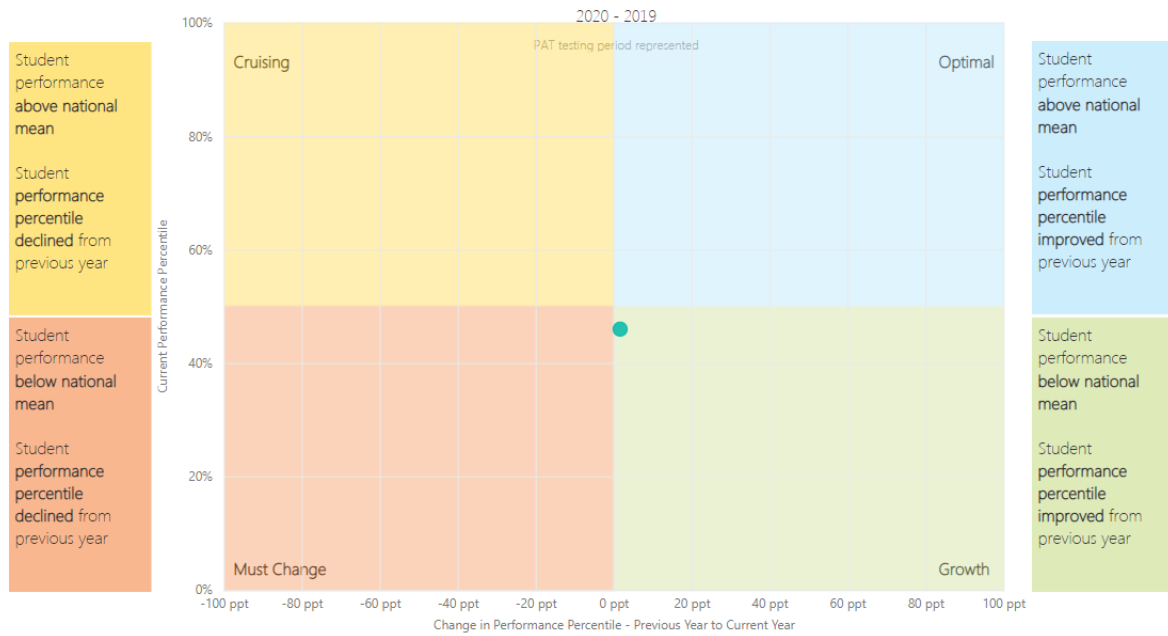
In 2021 Wagaman Primary School will continue implementing strategies, programs and pedagogies introduced and consolidated in 2020. PLCs will continue to be a key component of the school improvement agenda. ASIP teams (PLCs) will be implemented to drive key aspects of the improvement agenda including, Meaningful Maths, Inquiry Learning and Connected Literacy through the development of a whole school reading approach connected to the writing workshop pedagogy introduced in 2019.

PAT Maths 2018 - 2019



PAT Maths 2019 - 2020

School	Geolocation	Region	Network	Year Level	Aboriginal Status
Wagaman Primary School	Outer Regional	Darwin Region	Darwin and PARR City	Multiple Selected	Multiple Selected

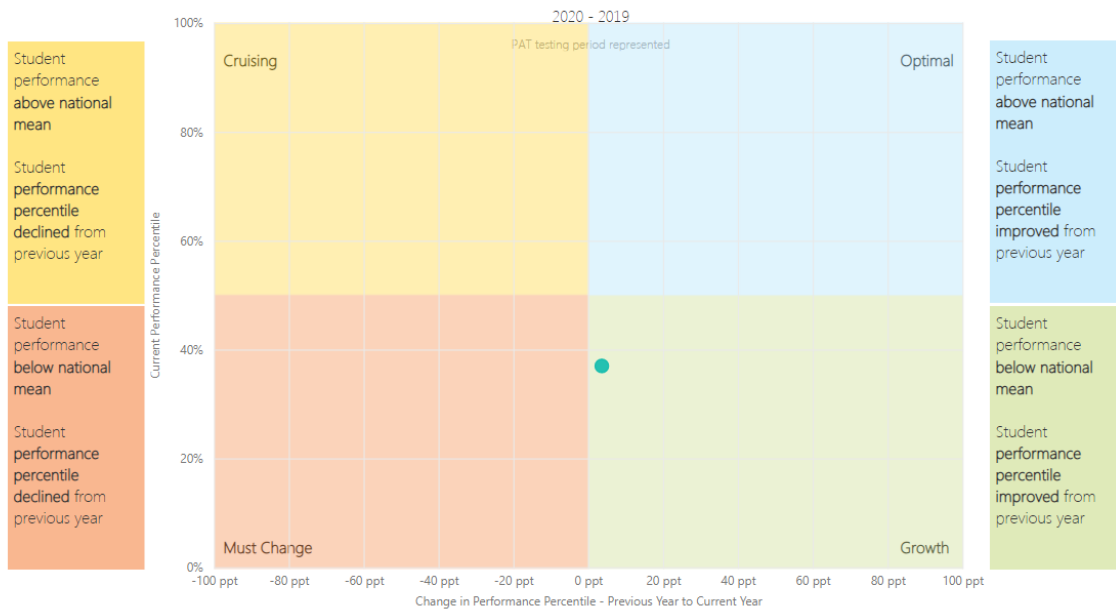


PAT Reading 2018 - 2019

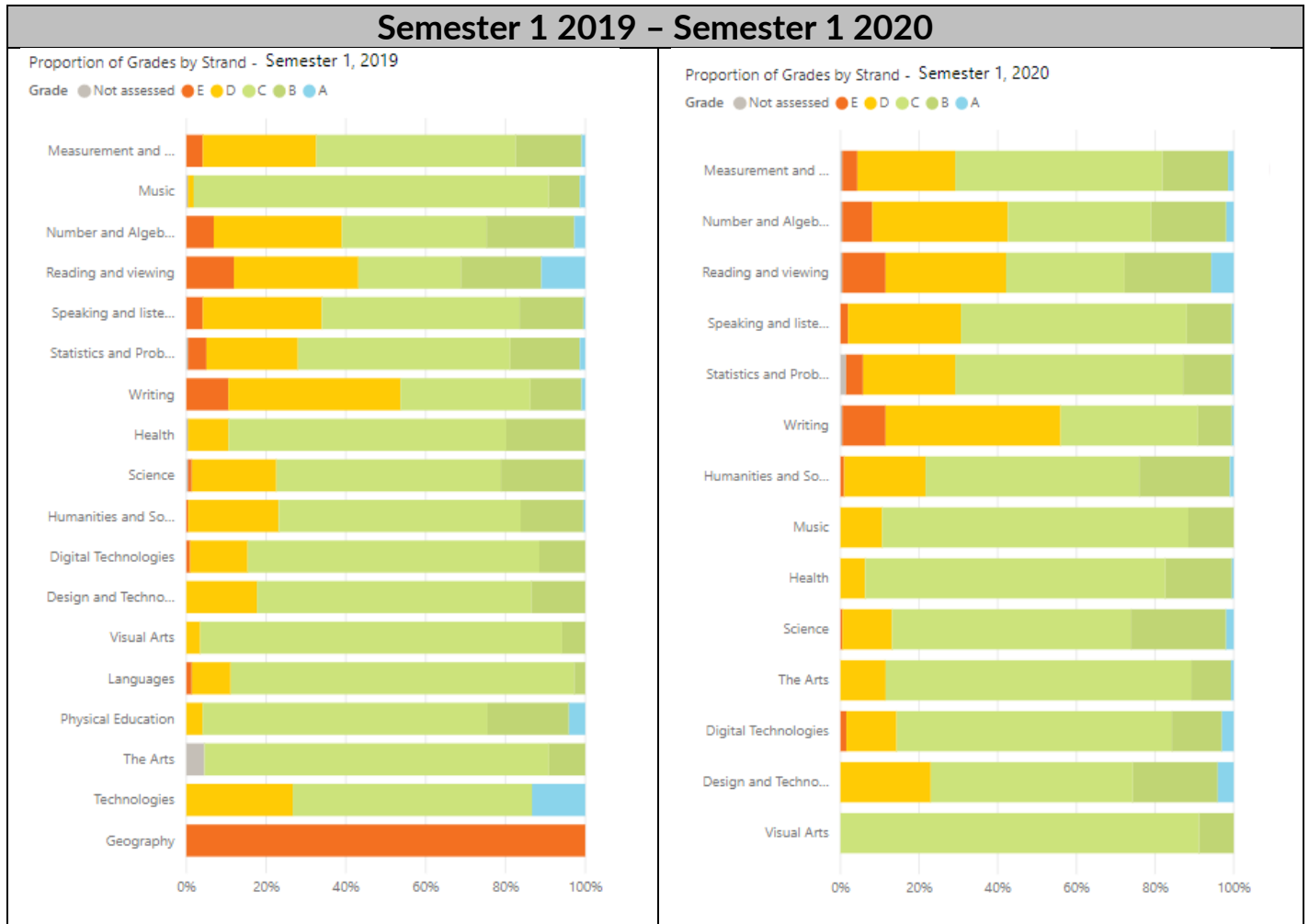


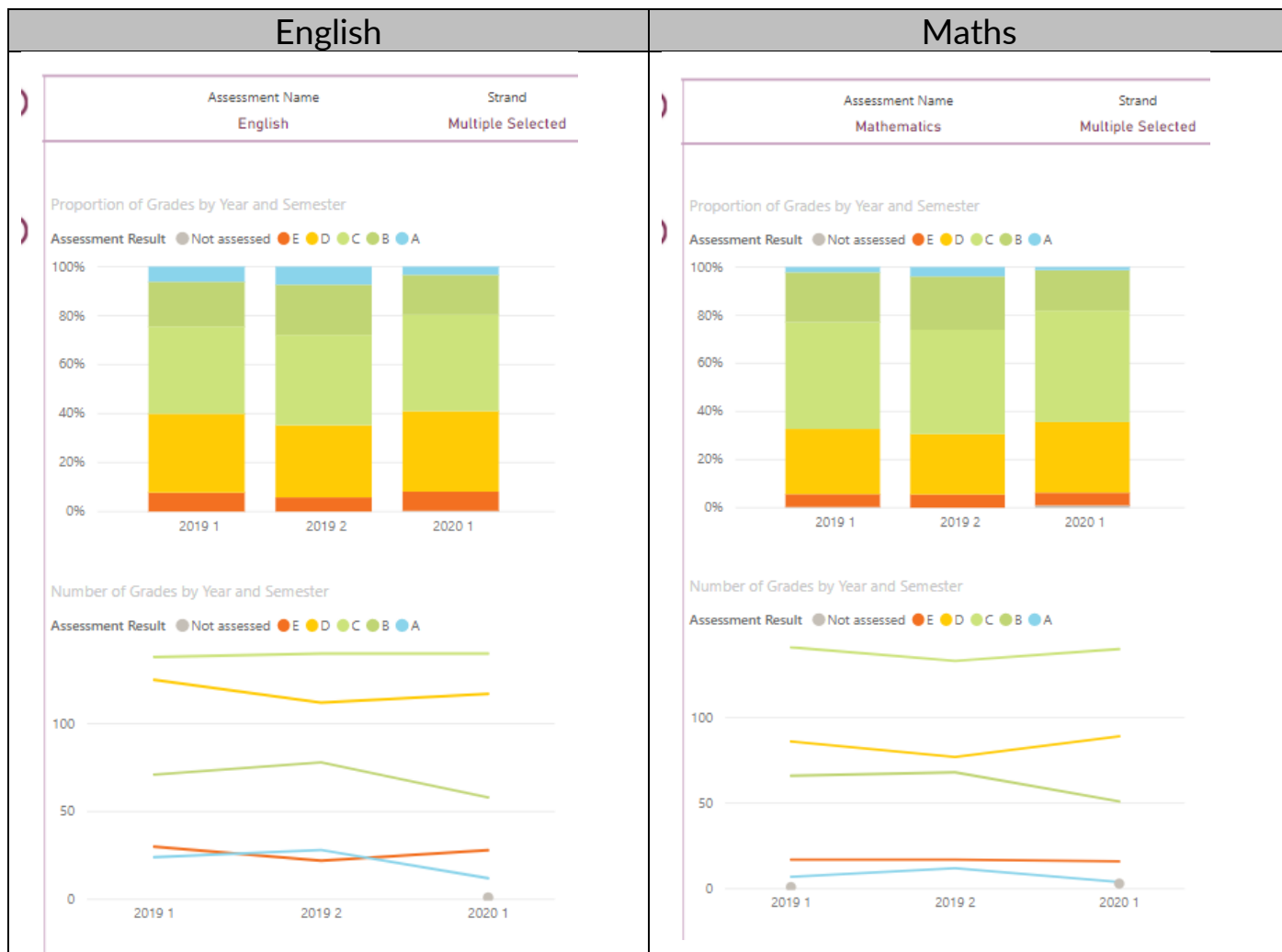
PAT Reading 2019 - 2020

School	Geolocation	Region	Network	Year Level	Aboriginal Status
Wagaman Primary School	Outer Regional	Darwin Region	Darwin and PARR City	Multiple Selected	Multiple Selected



A - E Grades

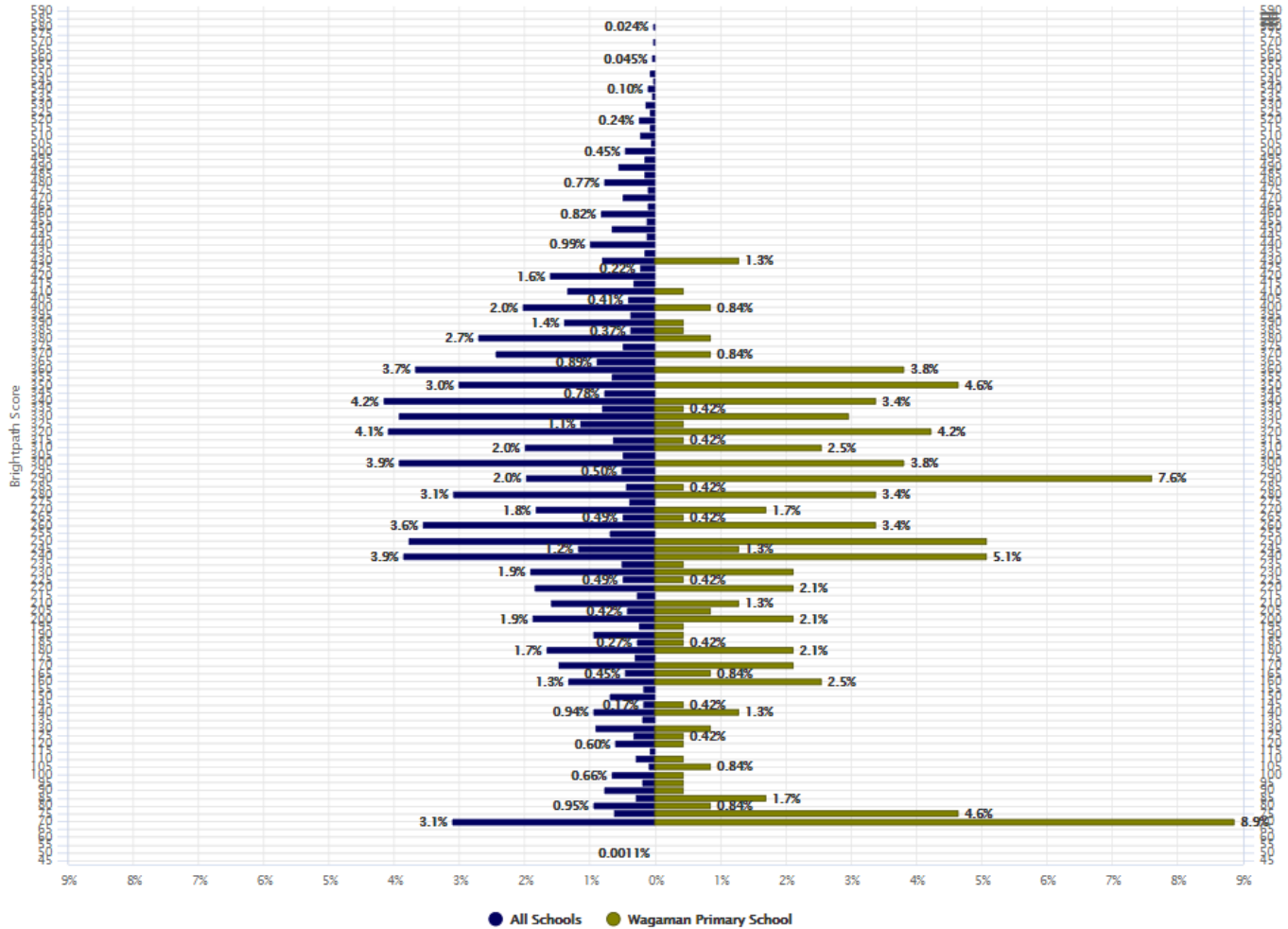




Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

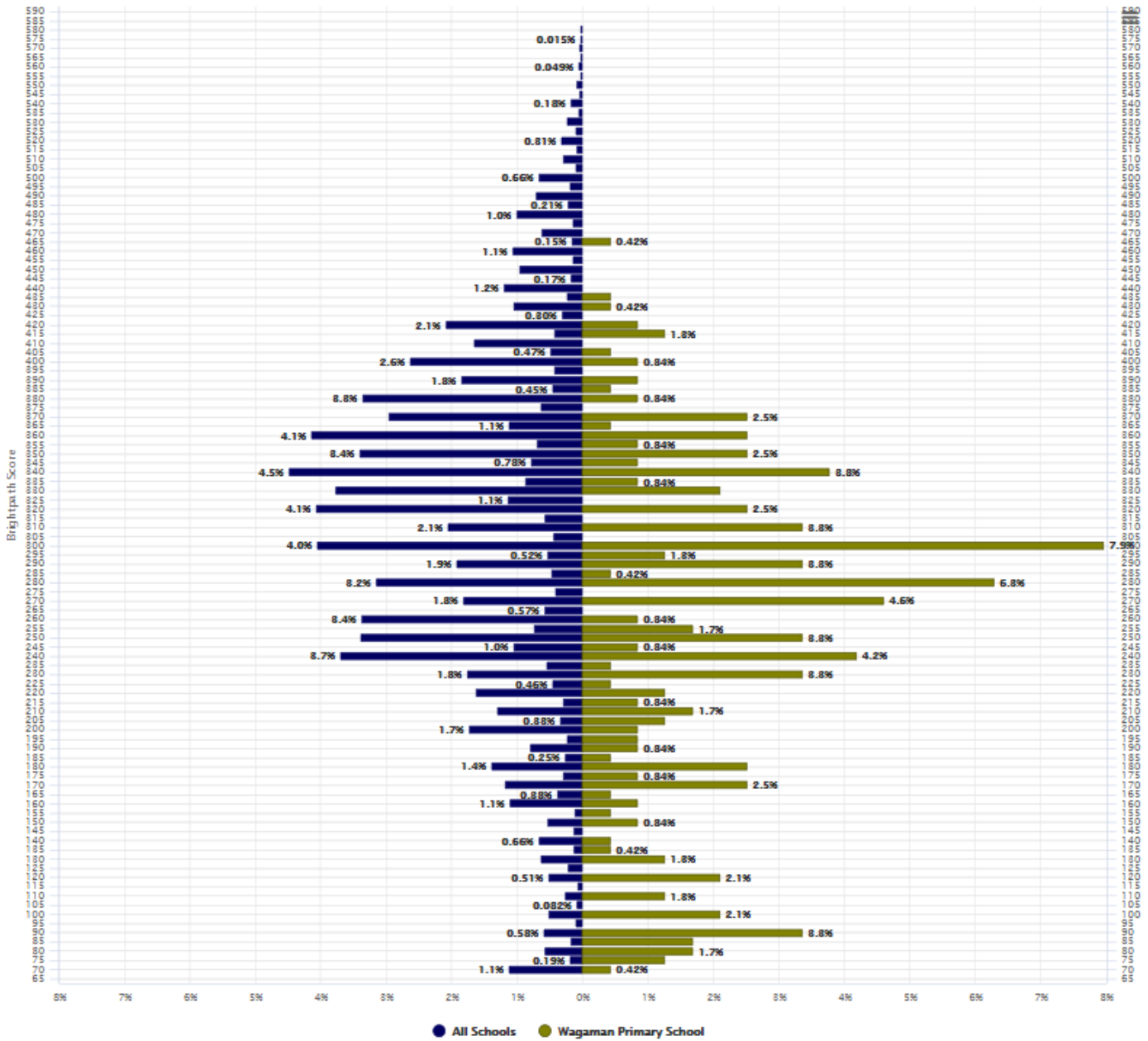
In 2020 there was no NAPLAN held due to COVID-19. The writing workshop model and conditions for writing were introduced and implemented in 2018 and 2019 at Wagaman Primary School. In 2020 the Literacy team introduced the Brightpath writing assessment rulers. The team facilitated a significant amount of teacher professional learning in the use of the tool. This was the primary agenda of Professional Learning Communities in 2020. As a result of Brightpath, there was a significant increase in teacher professional dialogue and inquiry into students' writing. PLCs implemented actions to address identified areas for development and noted gains based on writing samples. Brightpath assessment indicated increased achievement in narrative writing from Semester 1 to Semester 2. This increase at Wagaman Primary School was in line with the average increase of scores across all schools utilising Brightpath. In 2021 Wagaman Primary School will continue to track students writing through the Brightpath assessment tool. We will also begin to confirm using the Brightpath assessment rulers with a neighbouring school to increase the reliability of scoring and analysis.

Semester 1 Brightpath school writing distribution Narrative



	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Wagaman Primary School	237	132	250	329	99	237
All Schools	289	205	300	370	102	90915

Semester 2 Brightpath school writing distribution - Narrative



	MEAN	20TH PERC.	MEDIAN	80TH PERC.	SD	n
Wagaman Primary School	254	170	270	337	92	239
All Schools	309	235	320	385	96	87034

Average mean growth for Wagaman tracked in line with average growth for all schools. All schools 20 points growth and Wagaman 17 points growth from Semester 1 to Semester 2

Student Enrolment, Attendance and Learning

Include Families as First Teachers program participation, where appropriate, and student enrolment and attendance data for all students and Aboriginal students for each year level in the whole school including Preschool. For example:

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
Preschool	8	77.9%	39	83.5%	10	73.2%	40	86.4%
Transition	9	83.4%	36	89.5%	11	88.5%	42	90.7%
Year 1	8	83.9%	42	91.8%	10	87.1%	35	91.2%
Year 2	9	90.8%	43	92.0%	9	86.2%	44	90.2%
Year 3	6	86.2%	25	90.4%	10	92.7%	45	94.4%
Year 4	10	89.8%	37	93.5%	7	86.7%	25	92.1%
Year 5	7	86.5%	32	91.6%	11	84.7%	38	89.2%
Year 6	13	89.3%	40	92.2%	7	82.2%	31	88.7%
ALL	71	86.9%	294	91.1%	75	86.1%	300	90.7%

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as the number of students undertaking further study, training, or working. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.

School Survey Results

Note: under the Australian Education Regulation 2013, it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey. Schools are recommended to refer to and use school survey reports provided by the School and System Improvement Unit

Wagaman Primary School Staff Survey 2020 National and Jurisdictional Questions Overview

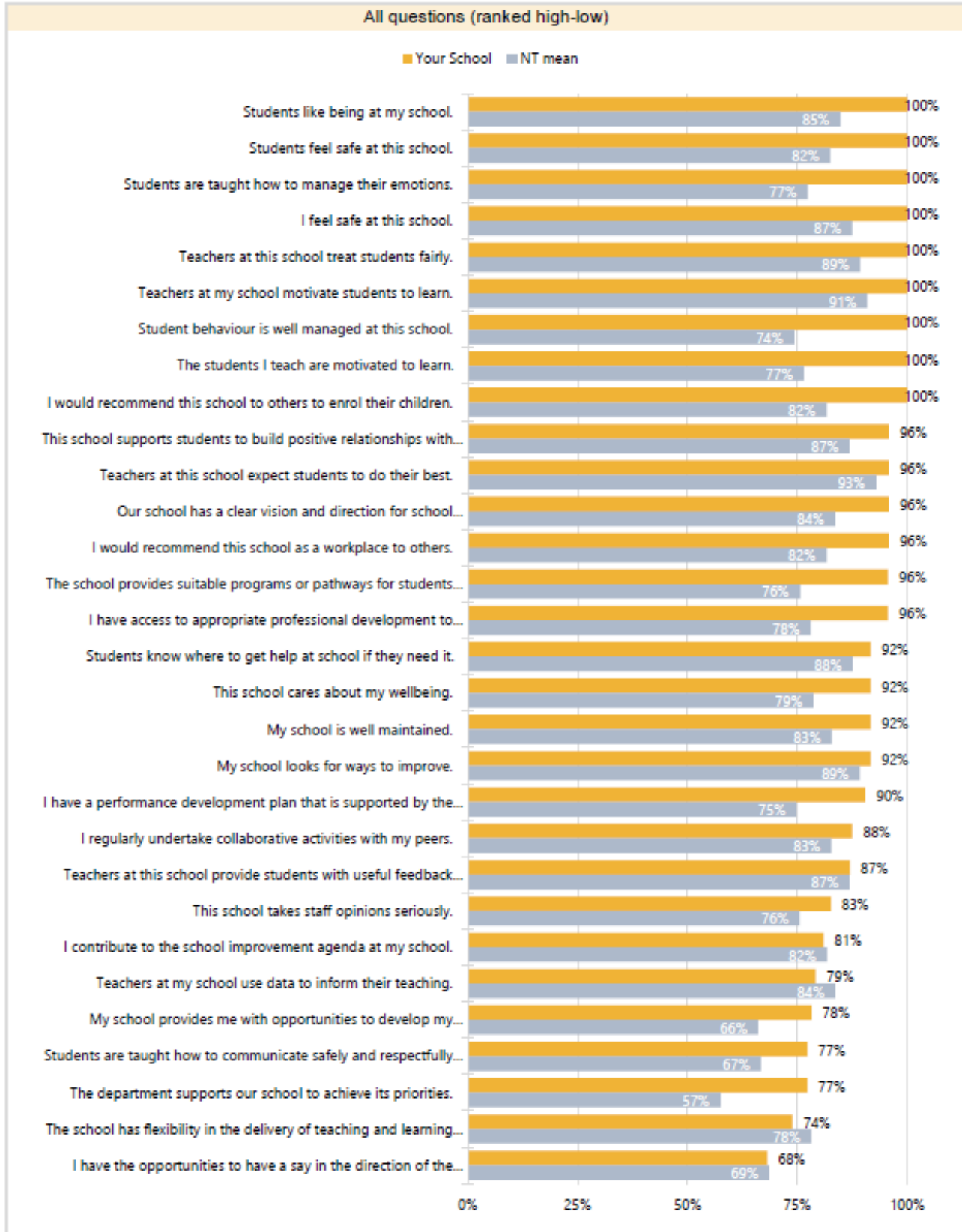
	No. of responses	Response rate	Respondents				
			Aboriginal	Non-Aboriginal	Teaching	Non-teaching	School leadership
2020	24	71%	1	23	14	4	6
2019	26	81%					
2018	24	65%					

Highest scoring responses for 2020		Lowest scoring responses for 2020	
Students like being at my school.	100%	The department supports our school to achieve its priorities.	77%
Students feel safe at this school.	100%	The school has flexibility in the delivery of teaching and learning programs to suit the needs of the local community.	74%
Students are taught how to manage their emotions.	100%	I have the opportunities to have a say in the direction of the school and its education program to the extent that I wish to.	68%

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
Students feel safe at this school.	+24%	100% 76%	Teachers at this school provide students with useful feedback about his or her school work.	-9%	87% 96%
The school provides suitable programs or pathways for students to transition from primary to secondary school / from secondary school to work or further	+19%	96% 77%	This school takes staff opinions seriously.	-17%	83% 100%
The department supports our school to achieve its priorities.	+16%	77% 62%	Students are taught how to communicate safely and respectfully online.	-19%	77% 96%

This table presents the first three and last three items when ranked in order of percentage point change.

Wagaman Primary School



Wagaman Primary School Student Survey 2020 National and Jurisdictional Questions Overview

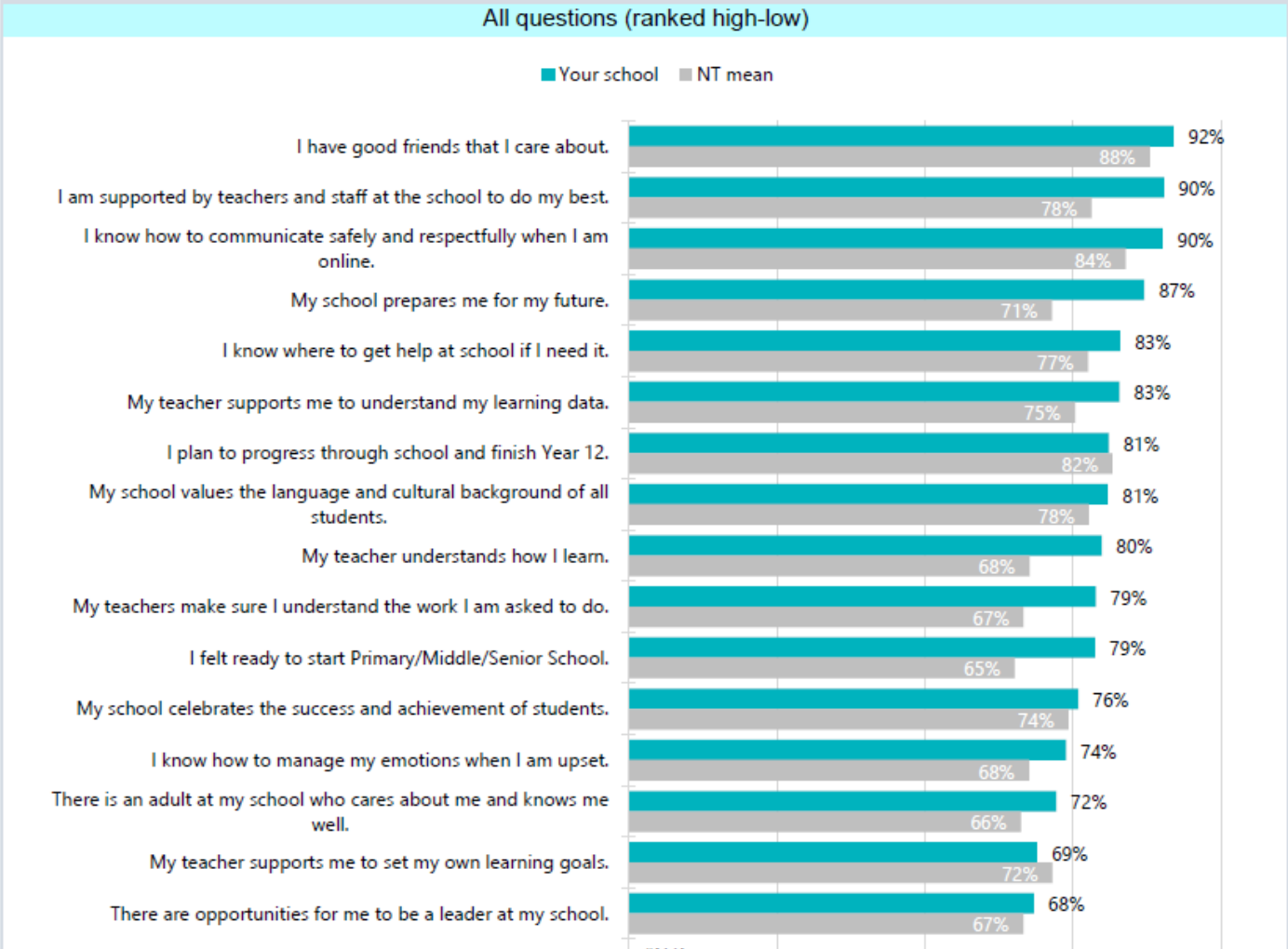
	Respondents					
	Responses (all years)	Response rate (Years 5-12 only):	Aboriginal	Non-Aboriginal	Male	Female
2020	124	88%	23	95	57	60
2019	103	73%				
2018	83	39%				

Highest scoring responses for 2020:			Lowest scoring responses for 2020:		
I have good friends that I care about.	92%		There is an adult at my school who cares about me and knows me well.	72%	
I am supported by teachers and staff at the school to do my best.	90%		My teacher supports me to set my own learning goals.	69%	
I know how to communicate safely and respectfully when I am online.	90%		There are opportunities for me to be a leader at my school.	68%	

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
I know how to communicate safely and respectfully when I am online.	+16%	90% 74%	My teacher supports me to set my own learning goals.	-7%	69% 75%
My teachers make sure I understand the work I am asked to do.	+12%	79% 66%	My school prepares me for my future.	-8%	87% 95%
I have good friends that I care about.	+10%	92% 82%	I know how to manage my emotions when I am upset.	-9%	74% 83%

This table presents the first three and last three items when ranked in order of percentage point change.

Wagaman Primary School



Wagaman Primary School Parent/Carers Survey 2020 National and Jurisdictional Questions Overview

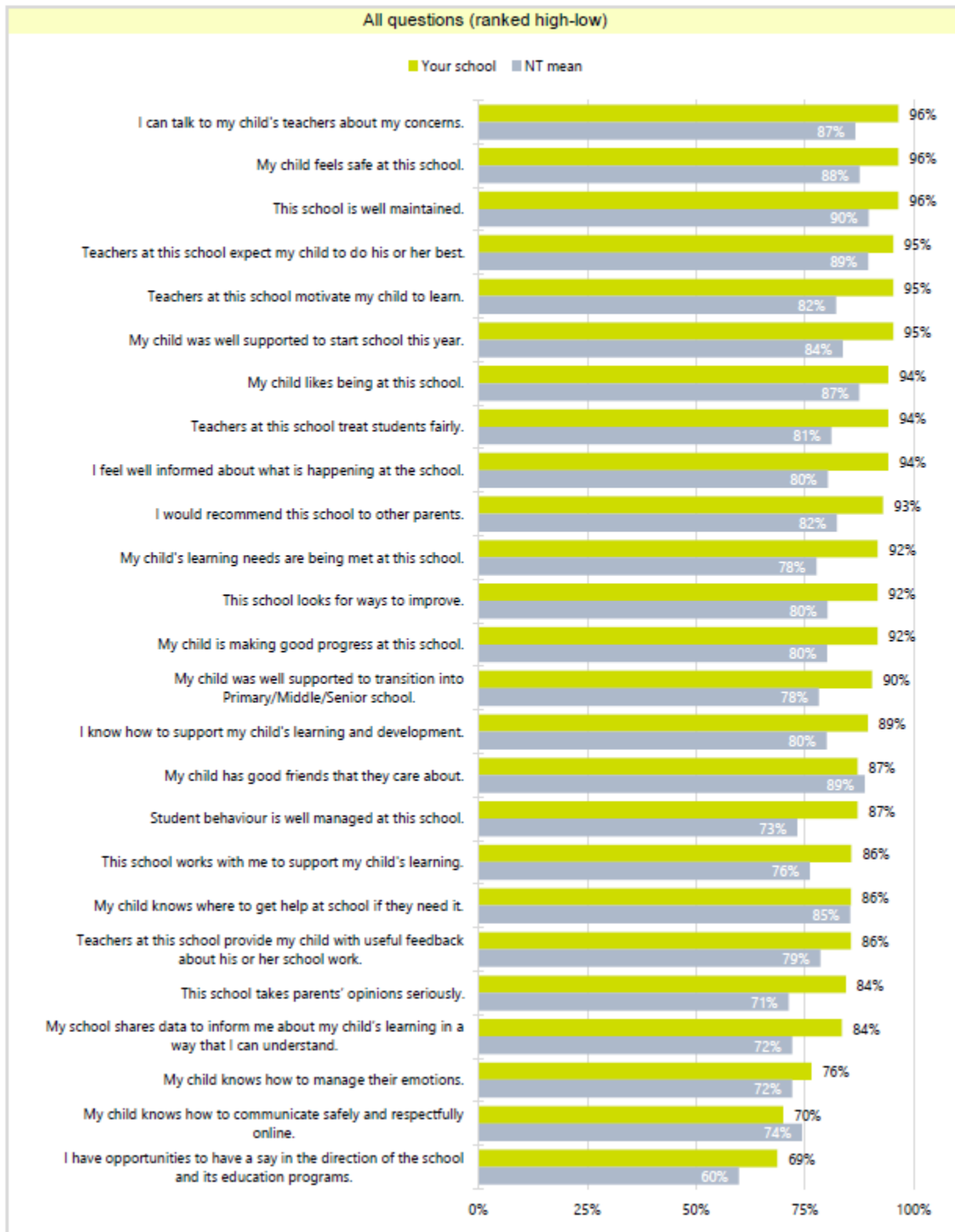
		Respondents			
	No. of responses:	Aboriginal	Non-Aboriginal	Early Years	Primary
2020	85	11	71	64	20
2019	70				
2018	58				

Highest scoring responses for 2020:		Lowest scoring responses for 2020:	
I can talk to my child's teachers about my concerns.	96%	My child knows how to manage their emotions.	76%
My child feels safe at this school.	96%	My child knows how to communicate safely and respectfully online.	70%
This school is well maintained.	96%	I have opportunities to have a say in the direction of the school and its education programs.	69%

Change from previous year (2020 vs 2019)					
Highest ranking items:	% point change	2020 vs 2019	Lowest ranking items:	% point change	2020 vs 2019
Teachers at this school motivate my child to learn.	+10%	95% 86%	My child has good friends that they care about.	-9%	87% 96%
My child's learning needs are being met at this school.	+8%	92% 84%	My child knows where to get help at school if they need it.	-9%	86% 94%
My child is making good progress at this school.	+5%	92% 87%	I have opportunities to have a say in the direction of the school and its education programs.	-13%	69% 81%

This table presents the first three and last three items when ranked in order of percentage point change.

Wagaman Primary School



Audited Financial Statements



ClarityNT
is a CPA Practice



Wagaman Primary School Council Incorporated

ABN: 85 402 106 514

Special Purpose Financial Report

For the Year Ended 31 December 2020

ALICE SPRINGS - DARWIN

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ABN 42 140 540 101

Liability limited by a scheme
approved under Professional
Standards Legislation.

Wagaman Primary School Council Incorporated

ABN: 85 402 106 514

Special Purpose Financial Report

For the Year Ended 31 December 2020

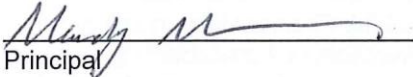
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Wagaman Primary School
Annual Performance Report to the School Community
2020
Aligned to the Department of Education's 'Education NT Strategy 2019-22'

The Wagaman Primary School Council has determined that the School Council is not a reporting entity and that this Special Purpose Financial Report should be prepared in accordance with the accounting policies outlined in the Notes to the Financial Statements.

In the opinion of the Wagaman Primary School Council the Financial Statements as set out on the following pages:

1. Presents fairly the financial position of Wagaman Primary School Council Incorporated as at 31 December 2020 and its performance for the year ended on that date; and
2. At the date of this statement, there are reasonable grounds to believe that Wagaman Primary School Council Incorporated will be able to pay its debts as and when they fall due.


Principal

Dated: 5/3/21


Chairperson

Dated: 09/03/21

INDEPENDENT AUDITOR'S REPORT
Wagaman Primary School Council Incorporated
For the Year Ended 31 December 2020

Independent Auditor's Report to the members of Wagaman Primary School Council Incorporated

Qualified Opinion

We have audited the accompanying financial report, being a special purpose financial report of Wagaman Primary School Council Incorporated (the 'Council') which comprises the income and expenditure statement for the year then ended, the assets and liabilities statement as at 31 December 2020, notes comprising a summary of significant accounting policies and other explanatory information, and the Council's Declaration.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion section of our report, the accompanying financial report of the Council presents fairly, in all material respects, the financial position of the Council as at 31 December 2020 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis for Qualified Opinion

1. Grant income, interest and other income are significant sources of revenue for the School. The School Council has determined that, with the exception of grant income, it is impracticable to establish controls over the collection of revenue prior to its recording in the accounting system. Accordingly, as the evidence available to us regarding other income was limited, our audit procedures with respect to such income had to be restricted to the amounts recorded in the financial records. We are therefore unable to express an opinion on the completeness of other income in the financial statements.

2. The Council has recorded inventories held as at 31 December 2020 of \$26,241 and as we were unable to attend the stocktake, we are unable to confirm the existence of the quantities held at year end.

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Boards (APES 110 Code of Ethics for Professional Accountants) (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Emphasis of Matter - Basis of Accounting

We draw attention to the Notes to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Council to meet the requirements of the Northern Territory of Australia Education Act and associated Regulations. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

INDEPENDENT AUDITOR'S REPORT
Wagaman Primary School Council Incorporated
For the Year Ended 31 December 2020

Responsibilities of Management for the Financial Report

Management is responsible for the preparation and fair presentation of the financial report in accordance with the requirements of the Northern Territory of Australia Education Act and associated Regulations and has determined that the basis of preparation described in Note 1 is appropriate to meet the needs of the Council. Management's responsibility also includes such internal control as deemed necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Council's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless management either intends to liquidate the Council or to cease operations, or has no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

A further description of our responsibilities for the audit of the financial report is located at the Auditing and Assurance Standards Board website at: <http://www.auasb.gov.au/Home.aspx>. This description forms part of our auditor's' report.

Auditor's signature:



Claire Young, CPA
Director, ClarityNT
1/70 Elder Street, Alice Springs
NT 0870

Dated: / / 10 03 2021

INCOME AND EXPENDITURE STATEMENT

Wagaman Primary School Council Incorporated

For the Year Ended 31 December 2020

Income	2020	2019
Commonwealth Grants - Direct to School	\$ 4,050.00	\$ 9,620.55
Other Grants from DOE	\$ 707,429.74	\$ 787,709.18
Other Grants from NTG	\$ 48,634.25	\$ 32,204.57
Grants from External Third Parties	\$ 1,345.45	\$ 1,000.00
School Council Projects	\$ 173,201.41	\$ 175,363.13
Student Activities	\$ 28,305.13	\$ 17,841.95
Interest Received	\$ 4,339.69	\$ 9,891.91
Receipts/Reimbursements from Other Government Schools	\$ 785.30	\$ 2,182.21
Sale of Minor Assets	\$ 1,618.15	\$ -
Total Income	\$ 969,709.12	\$ 1,035,813.50
Expenses		
Salaries and Related Expenditure	\$ 187,453.87	\$ 196,720.68
Superannuation Expenses	\$ 17,734.99	\$ 18,622.13
School General Expenses	\$ 103,373.85	\$ 83,998.84
Administrative Expenses	\$ 36,375.21	\$ 31,560.93
Motor Vehicle Expenses	\$ 3,245.17	\$ 2,800.83
Student Activities	\$ 15,095.47	\$ 17,411.79
Student Information and Technology	\$ 56,601.39	\$ 70,900.71
Admin IT and Communication	\$ 33,416.93	\$ 23,017.80
Curriculum	\$ 38,848.18	\$ 66,324.19
School Non-Core Activities	\$ 7,898.51	\$ 3,580.36
Payments to Other Government Schools	\$ -	\$ 13,636.36
Urgent Minor Repairs	\$ 52,121.40	\$ 10,330.96
Non Urgent Minor Repairs	\$ 10,982.00	\$ 10,982.00
Essential Services	\$ 193,368.90	\$ 181,391.19
Cleaning	\$ 81,725.09	\$ 78,047.01
Grounds	\$ 31,176.74	\$ 34,331.54
Property Management Other	\$ 98,260.47	\$ 85,758.16
Total Expenses	\$ 967,678.17	\$ 929,415.48
Net Profit / (Loss)	\$ 2,030.95	\$ 106,398.02

The above report should be read in conjunction with the Notes to the Financial Statements

BALANCE SHEET

Wagaman Primary School Council Incorporated

As At 31 December 2020

ASSETS	2020	2019
Current Assets Cash	\$	\$
At bank	17,484.81	11,762.26
Cash On Hand	\$ 800.00	\$ 800.00
On Call/Short Term Deposits	\$ 150,919.43	\$ 227,992.04
Trade Debtors	\$ -	\$ 290.00
Prepayments	\$ 877.89	\$ 1,918.17
Inventories	\$ 26,241.26	\$ 20,274.53
Advances and Investments >90D	\$ 450,000.00	\$ 355,354.64
Total Current Assets	\$ 646,323.39	\$ 618,391.64
Non Current Assets		
Total Assets	\$ 646,323.39	\$ 618,391.64
LIABILITIES		
Current Liabilities	(\$	\$
Deposits Held -3rd Parties	176.46)	305.00
Trade Creditors	\$ 6,860.50	(\$ 7,568.00)
GST Liabilities	(\$ 65.53)	\$ 8.18
Other Accrd Expenses (Gds &S)	\$ 4,836.29	\$ 10,378.03
Employee Entitlements<12M	\$ 6,089.21	\$ -
Unacquitted Grants Liability	\$ 16,800.00	\$ -
Total Current Liabilities	\$ 34,344.01	\$ 3,123.21
Non Current Liabilities		
Employee Entitlements>12M	\$ -	\$ 5,320.00
Total Non Current Liabilities	\$ -	\$ 5,320.00

Total Liabilities	\$ 34,344.01	\$ 8,443.21
Net Assets	\$ 611,979.38	\$ 609,948.43
EQUITY		
Accumulated Funds	\$ 611,979.38	\$ 609,948.43
<u>Total Equity</u>	<u>\$</u> <u>611,979.38</u>	<u>\$</u> <u>609,948.43</u>

The above report should be read in conjunction with the Notes to the Financial Statements

NOTES OF THE FINANCIAL STATEMENTS Wagaman Primary School Council Incorporated

For the Year Ended 31 December 2020

NOTE 1:

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Northern Territory of Australia Education Act and Regulations, and the Council's Constitution. The School Council Members have determined that the School Council is not a reporting entity.

The financial statements have been prepared on a hybrid-accruals basis and are based on historic costs and do not take into account changing money values or, except where stated specifically, current valuations of non-current assets.

The following significant accounting policies, which are consistent with the previous period unless stated otherwise, have been adopted in the preparation of these financial statements.

(a). Inventories

Inventory is carried at cost value.

(b). Property, Plant & Equipment

In general, school buildings are owned by the Northern Territory Government and not reflected in the School Council's financial statements.

Capital Assets purchased by the School Council are determined as being items with a cost base of \$10,000 or more, as per the Department of Education's capital asset policy for schools. These assets are depreciated on a straight line basis over the estimated life of the asset, commencing on the date the asset is held ready for use.

(c). Tax

The School Council is registered for Goods and Services Tax and therefore revenues, expenses and assets are recognised as the amount exclusive of GST. The School is registered to lodge monthly Business Activity Statements on a cash basis.

The School is not subject to Income Tax.

(d). Revenue Recognition

Income from parent contributions, uniforms, excursions, backpacks and fundraising is recognised when the funds are received.

Recurrent funding received from the Department of Education is recognised as income when received.

(e). Grants

Grant income is recognised when the grant funds are received. From the 2020 financial year, both unexpended capital grant funds and unexpended non-capital grant funds will be transferred to the Balance Sheet as a liability. In prior financial years, only unspent capital grants were transferred to the Balance Sheet as a liability.

(f). Employee Entitlements

The majority of staff working at the School are employed through the Northern Territory Government and therefore related salary expenses and provisions are not included in the Council's financial statements. These staff consist mainly of the Principal and Assistant Principal, teaching staff and administrative personnel.

The Council does employ staff directly, which is generally for positions such as tutors and relief teachers. Current Council staff members are all employed on a casual basis under an applicable award and therefore no annual leave provision has been recognised.

A Long Service Leave provision is recognised for any School Council employees that have been employed at the School on a continuous basis for at least 7 years.

(g) Going Concern Assumption

The School Council is dependent upon annual funding from the Northern Territory Government Department of Education. The Financial Statements have been prepared on a Going Concern basis with annual funding expected to continue into the future.