

# Wagga Wagga Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Wagga Wagga 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.

Leanne Harvey

Principal

### School contact details

Wagga Wagga Public School

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### Message from the Principal

One of my favourite parts of the job of Principal at Wagga Wagga Public School is sharing with others the wonderful things we achieve on a daily basis. Another, is talking with teachers, students and groups of parents to discuss what is going well and how we can continue to make our school better, how we can make a difference today and more importantly tomorrow.

When I talk with others about our school, I proudly tell them what makes our school so special. It is the many individuals, groups and families who believe that what they do matters and will make a difference. It is our fabulous community. Our children, our parents, our staff, our volunteers, our neighbours, our friends and our supporters. It is our community that helps us build our strength, our hope and our future. It is our community that most values our efforts and helps us grow from our misadventures. It is our community that creates our diversity and strengthens our resilience. It is our community that cries with us through the tragedies and keeps us laughing when we need it most. It is our community that best knows and celebrates our achievements.

As we reflect on 2016 we can speak of many great successes for our school, our academic results, the events we have won, the projects we have completed, the partnerships we have forged or the problems we have solved. Our school is growing bigger and better every year. Under the leadership of our outgoing president, Lee Murrell, and our new president Petrea Pollock, our P&C is stronger, more financial and more inclusive than ever before.

We pride ourselves on our history and within our staff is well over 300 years of teaching and administrative experience. These staff members, and others like them, have laid the foundation for the educational philosophy and culture of our school. It is a foundation of care, of inclusion and of quality teaching and learning for all. It is a foundation that promotes a collegial, supportive and professional learning environment. It is a foundation that will be built upon by the many great teachers we have welcomed to Wagga Wagga Public School in recent years and those who will join us in the years to come.

For our students, we strive to empower them to make a difference, to be the change they wish to see in the world. Every one of our students has made significant progress and has achieved something to feel proud of throughout 2016.

As we move into 2017 and the final year of our three year Strategic Plan we know that we as a community are making a difference, we are inspired and innovative learners who espouse our school motto "Through Knowledge We Grow" and we do this together. We have a caring and collaborative school which is strengthening our school culture to clearly reflect what we stand for and we embrace an engaged and empowered community who support and validate our achievements each year.

Leanne Harvey

## School background

### School vision statement

Within a dynamic, caring and inclusive learning climate Wagga Wagga Public School students will embrace the future as confident, successful, creative and empathetic life-long learners who have achieved success today and are prepared for tomorrow.

### School context

Wagga Wagga Public School is a comprehensive NSW Public School which provides a quality education for 420 students from a range of socio-economic environments, including 7% Aboriginal and Torres Strait Islander students and 8% students from a non-English speaking background.

The school celebrates a long and proud history as the oldest school in Wagga Wagga featuring historical buildings and a compact, landscaped playground with sun safe areas and student play equipment.

Wagga Wagga Public School has a blend of early career and experienced staff who are committed to setting high expectations for their own professional learning to ensure that engaging educational opportunities are provided for all students in a caring and supportive environment.

At Wagga Wagga Public School we encourage students to be happy, safe and active participants in the opportunities provided for their education, to develop a love for learning and to realise their full potential. This is achieved by ensuring best practice is implemented in the classroom as well as in school leadership and management.

School priorities focus on capacity building and growth, literacy, numeracy, student engagement, wellbeing and mindfulness, and parent/community engagement.. Core programs supporting these ongoing areas include: L3, Focus on Reading, TEN,TOWN and HOW2Learn, Smiling Minds and Assessment for Learning.

Wagga Wagga Public School offers extensive opportunities for students to participate in extracurricular activities and provides strong programs in technology, sustainability, performing arts and sport. The school has a strong emphasis on student welfare and student wellbeing and implements the Better Buddies framework, inclusive playground support and programs to enhance mindfulness and emotional intelligence.

An active and collaborative Parents and Citizens' Association lead the parent community in supporting the school's continual improvement.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The 2016 evaluation process at Wagga Wagga Public School involved the school leadership team:

Leading staff in professional learning to familiarise with the School Excellence Framework and to align elements with the school's 2015–2017 School Plan.

Thoroughly analysing each domain and underlying element of the School Excellence Framework, evaluating school performance in the context of specific areas of responsibility and identifying supporting evidence to validate our performance.

Analysing School Excellence Framework, NAPLAN and PLAN data to align judgements made.

Completing School Excellence Framework Self-assessment Surveys and identifying school performance and practices.

Identifying future directions for ongoing adjustments and improvements to the School Plan.

The results of this process indicated:

In the **LEARNING DOMAIN** our school is *Sustaining and Growing* in the areas of:

**Learning Culture** – Wagga Wagga Public School has as its vision to have all students ‘... embrace the future as confident, successful, creative and empathetic life-long learners who have achieved success today and are prepared for tomorrow.’

**Wellbeing** – In the establishment and growth of an inclusive and dynamic learning climate school programs and practices continue to focus on supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students.

**Assessment and Reporting** – Detailed and explicit school based policies reflect DoE and BOSTES standards and ensure that all students are being provided with learning opportunities at their instructional point of need.

**Student Performance Measures** – School, state and national performance data is used to consolidate teacher judgements to ensure that priorities and directions are valid and responsive to the changing needs of our students.

**Curriculum and Learning** – Quality teaching is centred around progressive professional learning and the provision of opportunities for staff to work collaboratively to plan, deliver and assess student progress and monitor school wide trends.

In the **TEACHING DOMAIN** our school is *Sustaining and Growing* in the areas of:

**Effective Classroom Practice** – Explicit school policies provide direction for all teachers to plan, teach, assess and evaluate student performance. Key programs and practices are informed by research and sustained through ongoing professional learning, student performance data and reflection.

**Data Skills and Use** – Consistent and valid assessment of, for and as learning appraises program planning and development and informs areas for student, staff and school improvement.

**Learning and Development** – Professional learning focuses on the learning needs of the students, the professional needs of staff and the strategic directions of the school. School, corporate and external staff and providers are utilised to maximise opportunities for all staff to improve the quality of teaching and learning outcomes.

**Professional Standards** – Professional standards, evidenced based strategies and personal reflection drive staff to seek the knowledge, skills and understandings to build their expertise within a supportive and collaborative collegial climate.

**Collaborative Practice** – Staff collaboration and planning are intrinsic elements of teaching practice with all staff committed to providing high quality programs for the achievement of student outcomes and the building of professional capacity.

In the **LEADING DOMAIN** our school is *Sustaining and Growing* in the areas of:

**Leadership** – Wagga Wagga Public School has a long history of educational excellence and achievement. The school is rebuilding a strong and dynamic leadership team to ensure high expectations are achieved and acknowledged.

**School Planning, Implementation and Reporting** – Extensive collaboration and cooperation between staff, students and parents has resulted in the formation of a new school vision to clearly articulate the direction of Wagga Wagga Public School. The 2015–2017 School Plan is the working document which overrides all policies, programs and practices within the school.

**School Resources** – The allocation of all human, physical and fiscal resources is strongly aligned with the School Plan’s strategic directions of inspired and innovative learners; caring and collaborative culture; and engaged and empowered community. Opportunities for consultation and collaboration between school and community are maximised to provide optimum benefit for all students.

**Management Practices and Processes** – Clear and valid management systems, structures and processes underpin ongoing school improvement and ensure that all staff perform their roles and responsibilities with efficiency and consistency and meet school and DoE standards and requirements.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Inspired and Innovative Learners

#### Purpose

To develop a school culture in which staff members take responsibility for their own ongoing professional learning, strive for innovation and improvement and make strong connections within and beyond the school.

To provide a high standard of education through quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student through a combination of curriculum, ICT and human resources.

#### Overall summary of progress

In 2016, all Assistant Principals have been allocated two days off class to carry out their executive roles within the school. Having the flexibility to prioritise this school initiative is reaping big rewards. Our school has two priorities – learning and wellbeing. Our urgent focus was to improve student growth in achieving literacy and numeracy learning outcomes.

The time off class has allowed for the leadership team to provide one on one, as well as stage/school, professional learning opportunities, to mentor staff, carry out observations, demonstrate quality lessons and to engage with their staff on a more personal level to build their capacity within the classroom. It has provided time for the executive to work together on student learning priorities for the school and the professional learning needs of the staff. Each Assistant Principal knows their teachers level of proficiency and provides support, via the PDP, observation, supervision and feedback process. The executive are collecting student data and analysing this to provide a clear picture of our student progress and growth. School assessment evidence and PLAN data are being closely monitored and students are being identified quickly with interventions being put in place via the LST. Stage specific professional learning is being provided through weekly meetings with teams and shared programming and consistent assessment practices have been strengthened.

Ongoing conversations and planning between the executive are ensuring that there is consistency in expectations and priorities across the school. Underpinning every action and decision is the shared commitment to the WWPS School Plan, Vision and Strategic Directions. Time is being used efficiently with regular executive meetings being used to share information, make decisions and plan for whole school professional learning and initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students achieving at or above key markers of expected student achievement in Literacy and Numeracy.	Significant professional learning and mentoring was implemented in 2016 to build teacher capacity around collecting and using data to inform practice. 2016 PLAN data reflects that our students are on track to achieving the set target. In K–2 we exceeded the target with students in 3–6 slightly under.	Additional SLSO support programs provided through Learning Assistance Budget (\$4693.78) and Equity allowance – Aboriginal (\$2654.03)
8% increase in NAPLAN proficiency in Reading and Numeracy across the school. 30% increase for indigenous students reflecting the Premier's priorities. 60% of all students achieving minimum growth in NAPLAN between Years 3 and 5 and Years 5 and 7.	In 2016, 56.9% of Year 5 and 51.9% of Year 7 students achieved greater than or equal to expected growth in Reading. In Numeracy 47.1% of Year 5 and 67.9% of Year 7 students achieved greater than or equal to expected growth.	As above.
Improved staff performance will be evidenced via observations, feedback and Performance Development Framework procedures.	Targeted delivery of professional learning, mentoring and observations provided by leadership team. Key program training and mentoring for Word of the Day, L3, FOR, TEN, TOWN, HOW2Learn provided by WWPS executive. Staff Performance	Staffing allocation of 0.4 per Assistant Principal. – total of 1.6 FTE. • Quality Teaching, Successful Students

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved staff performance will be evidenced via observations, feedback and Performance Development Framework procedures.	and Development Plans prepared in consultation with stage leaders and followed up with observations and feedback meetings. Collaborative practices within and beyond school continue to promote consistent teaching, learning and assessment practices.	(QTSS) (0.308 FTE) • Socio-economic background (\$7000.00) • Support for beginning teachers (\$6500.00) • RAM (\$8000.00)

## Next Steps

The success to date of the 2016 leadership initiative warrants its continuation and development. The capacity building amongst the leadership team and its flow on effect to all staff is clearly evident. As changed practices in professional learning, supervision and student learning monitoring continue, the role of the Assistant Principal's at WWPS will continue to be strengthened. As teacher capacity improves, high expectations become the norm and consistency continues across stages it is envisaged that student performance and growth will continue to improve and that proficiency will be the standard for our staff and students.

Two additional improvement measures were added to the 2016 School Plan and will lead our planning around this Strategic Direction in 2017. These are:

1. To increase student levels of proficiency (top two bands in NAPLAN) by 8% in Reading and Numeracy; and
2. To increase indigenous students placement in the top two bands of NAPLAN by 30%.

Continued professional learning and collegial collaboration around differentiation, assessment for, of and as learning, analysis of assessment data and student feedback and leadership will be prioritised to meet these targets.

## Strategic Direction 2

### Collaborative and Caring Culture

#### Purpose

To embed a positive culture and set of values across the school through a school-wide focus on student equity, well-being and welfare programs.

To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful and productive lives. The well-being and resilience of students and staff are valued in the creation of lifelong learners.

#### Overall summary of progress

School Wellbeing programs were a priority in 2016. Staff participated in professional learning on emotional intelligence, wellbeing and mindfulness. One member of staff attended 'Play is the Way' training and shared this program with all staff to provide practical tools to enhance our achievement of improvement measures. Opportunities were provided for all staff to work with and learn from noted experts in this field and collaborated to refine our school's processes and practices for student wellbeing and behaviour. Considerable time was spent developing a set of core values to support our school vision. Through workshops with all stakeholders the character values of trustworthiness, respect, responsibility, fairness, caring and citizenship have been established. Playground support opportunities are provided in 'Play is the Way' to provide identified students with opportunities to build their capacity to socialise well with others.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in students, staff and parents ability to articulate and demonstrate core values and skills.	Collaboration between students, staff and parents has resulted in a revised set of core values for the school. The character values for Wagga Wagga Public School are: trustworthiness; respect; responsibility; fairness; caring; and citizenship.	Emotional Intelligence and Mindfulness training for all staff. School Professional Learning budget (\$8846.66)
Reduced incidence of negative notifications and increased record of positive notifications in SENTRAL.	Reported incidences of negative behaviours was reduced by 2% in 2016. Negative incidents accounted for 23% of notifications in SENTRAL	Playground support programs provided through School Welfare budget (\$5933.74)
95%of students participating in quarterly Reward Days.	Attendance at quarterly Reward Days was between 97% and 98.4% for 2016.	SENTRAL (\$6000)

#### Next Steps

Looking forward to 2017, Wagga Wagga Public School will continue to refine and expand on the initiatives introduced this year. Wellbeing and mindfulness will continue to be at the forefront of all school programs and practices. Targeted initiatives to continue the momentum include:

- mindfulness lessons in all classrooms via the 'Smiling Minds' program
- ongoing staff training and provision of opportunities for students in 'Play is the Way'
- development of character values as an intrinsic part of the school culture
- engaging parents and community with initiatives via parent forums and newsletter.

## Strategic Direction 3

### Engaged and Empowered Community

#### Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of engaged communication, empowered leadership and inclusive organisational practices.

To build genuine partnerships within the school community and with organisations and resources available beyond the fence.

#### Overall summary of progress

Strong community partnerships continue to thrive at Wagga Wagga Public School. An increased commitment to communication with our parents and the community has strengthened relationships between school and home and empowered the school community to engage and contribute positively to the school and support student learning. In 2016 the school newsletter went digital and focused on not only providing details of school happenings but also on informing parents of learning initiatives, particularly in wellbeing. 'Learning Links' was introduced in response to parent feedback on wanting to know more about student learning. Three very successful sessions were held on reading, numeracy and writing. Collaboration between the staff and P&C has improved with teachers taking on liaison roles to open the lines of communication further. Parents responded positively to surveys of how they could assist the school in meeting its strategic directions and a database was established. Although in its infancy, a multicultural team has been established to promote opportunities for multicultural education and exposure to cultural diversity to be enhanced. A strong partnership was established between Wagga Wagga Public School and Wagga Wagga High School in the area of Aboriginal education, with the high school students leading programs and events at our school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased and measurable participation and engagement by parents/carers in school based activities and initiatives.	Two significant activities highlight the schools progress towards achieving this goal: 1. The introduction of 'Learning Links' – parent information workshops help once a term. These are presented by staff and address how learning occurs at school and how parents can help their children with learning at home. Attendance at these evenings ranged from 18% to 29% of families being represented. Feedback provided on each occasion was overwhelmingly positive and supportive of this initiative continuing. 2. In 2016 the school held its first fete for a number of years. This was coordinated by our P&C and brought the whole school community together to hold an extremely successful and enjoyable evening. The money raised exceeded expectations and was testament to the collaborative efforts of the parents, staff, students and community.	Learning Links sessions Community Engagement funding (\$300)
20% increase in parent/carer representation at student progress interviews.	In 2016 there was minimal increase in parent representation at formal student progress interviews. There has been, however, an increase in parent requested meetings with teachers and executive staff to discuss their child's learning and wellbeing.	

#### Next Steps

With many new initiatives in their infancy, it is imperative that we build on our 2016 successes in 2017 to ensure that these grow into sustainable school programs and practices to enhance the learning for all students and the school

community.

We will continue to involve the community by informing parents and carers about the curriculum and learning practices, providing ongoing 'Learning Links' and expanding opportunities for parents to be involved within classrooms and school programs.

As we approach the final year of the 2015–2017 School Plan, enhanced opportunities will be presented to allow parents to contribute to evaluations and the future directions of the school.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Development, implementation and consistent use of Personalised Learning Pathway template for all indigenous students.</p> <p>Initiating positive relationships with local High School to promote learning and leadership opportunities for all students as well as promoting Aboriginal history and culture.</p> <p>Establishment of an indigenous support group with the support of the Aboriginal Community Liaison Officer. This afforded students the opportunity to build their knowledge, skills and understandings of curriculum content as well as their cultural heritage.</p> <p>Whole school professional learning in Cultural Awareness provided through Wagga Wagga Community of Public Schools.</p> <p>Establishment of an effective Aboriginal Education Team with positive leadership and direction.</p>	Aboriginal Background loading – \$15506.64
<b>English language proficiency</b>	Additional support for EALD students was provided by supplementing the school's NAP allocation of 0.2 FTE to 0.4 FTE.	English Language Proficiency – \$18663.00
<b>Low level adjustment for disability</b>	<p>Students with identified needs were supported in their inclusion in all school events by additional School Learning Support Officer allocations.</p> <p>Individual and Personalised Learning Plans were developed by classroom teachers for all students requiring significant adjustments to the curriculum or learning environment.</p> <p>School Learning and Support Officer employed to run a targeted intervention program in literacy to support students who needed a push with their early literacy skills.</p> <p>Learning and Support Assistant Principal refined practices and policy for the schools Learning and Support Team and the provision of support for identified students.</p> <p>School Learning and Support Officers were employed to provide focused and targeted support all students with Integration Funding.</p>	Low Level Adjustment for Disability – \$119765.00
<b>Quality Teaching, Successful Students (QTSS)</b>	Assistant Principals were allocated 0.4 off class to provide one on one, as well as stage/school, professional learning, to mentor staff, carry out observations, demonstrate quality lessons and to engage with their staff on a more personal level to build their capacity within the classroom to improve student learning outcomes.	Quality Teaching, Successful Students allocation – FTE 0.308
<b>Socio-economic background</b>	Teaching focus on adjustments made in the classroom to identified students and the formal recording of adjustments through a detailed Adjusted Learning Plan.	Socio-economic Background – \$22182.00

<p><b>Socio-economic background</b></p>	<p>Ongoing professional learning to support staff in building their capacity to meet the needs of all students at differing levels of achievement.</p>	<p>Socio-economic Background – \$22182.00</p>
<p><b>Support for beginning teachers</b></p>	<p>Beginning teachers worked collaboratively with other staff and students within their classes showed growth both academically and socially.</p> <p>Additional time negotiated to meet the individual professional needs of beginning teachers. This included professional learning opportunities, regular additional release from face to face teaching or time off teaching duties for development focus.</p> <p>Provision of allocated time for experienced mentors to meet with beginning teachers on a weekly basis.</p> <p>Four beginning teachers were supported under this funding in 2016.</p>	<p>Beginning Teacher Allocation – \$56205.09</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	215	228	212	209
Girls	207	209	202	201

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.4	94.4	95.9
1	95.7	96.2	92.5	96.8
2	95.3	95.6	93.8	97.1
3	94.7	94.9	91.9	95.7
4	94.3	94.8	95	96.4
5	95.9	94.2	94	96.3
6	95.2	95.9	91.7	96.4
All Years	95.3	95.3	93.3	96.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Wagga Wagga Public School has consistent attendance rates which are comparable to State averages. Staff are committed to improving attendance rates, including the number of partial attendances. All students are expected to attend school daily and parents/carers are required to provide valid reasons for student absences. Students who develop a pattern of frequent or increased absenteeism are monitored by the School Executive and Learning Support Team. The Principal and Home School Liaison Officer regularly monitor the attendance of students and implement support strategies for students of concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	3.05
Other Positions	4.15

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce. Three staff members identify as being of Aboriginal heritage.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

In addition to the Department of Education's mandatory training, all professional learning is strategically targeted towards developing teacher capacity in achieving the school's strategic directions. The focus in 2016 was on literacy and numeracy, assessment for learning, emotional intelligence and mindfulness. Professional learning events also focused on refining the school's core values and promoting collaboration within the school and across the Wagga Wagga Community of Public Schools. All learning undertaken aims to promote effective teaching practices and school processes to improve student engagement and increase student achievement.

In 2016 five teachers achieved accreditation at proficient level and were supported by school mentors in developing their teaching skills and contributing to the learning and wellbeing of all students at Wagga Wagga Public School.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>583 837.22</b>
Global funds	336 512.91
Tied funds	269 065.72
School & community sources	188 321.38
Interest	11 875.35
Trust receipts	44 463.20
Canteen	0.00
Total income	1 434 075.78
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	51 295.49
Excursions	19 774.26
Extracurricular dissections	83 114.43
Library	4 481.76
Training & development	13 598.02
Tied funds	252 671.22
Short term relief	56 649.24
Administration & office	75 105.04
School-operated canteen	0.00
Utilities	48 097.73
Maintenance	89 632.12
Trust accounts	67 771.85
Capital programs	34 400.27
Total expenditure	796 591.43
<b>Balance carried forward</b>	<b>637 484.35</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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

#### 2016 Year 3 Literacy results show that in the area of:

Reading – 0% of students are below the National Minimum Standard and 44% of students are achieving in the Proficient bands 5 and 6.

Writing – 0% of students are below the National Minimum Standard and 66% of students are achieving in the Proficient bands 5 and 6.

Spelling – 0% of students are below the National Minimum Standard and 61% of students are achieving in the Proficient bands 5 and 6.

Grammar and Punctuation – 2% of students are below the National Minimum Standard and 52% of students are achieving in the Proficient bands 5 and 6.

#### 2016 Year 5 Literacy results show that in the area of:

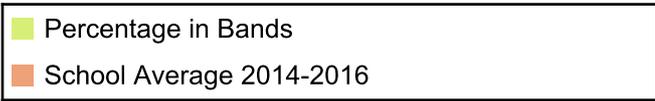
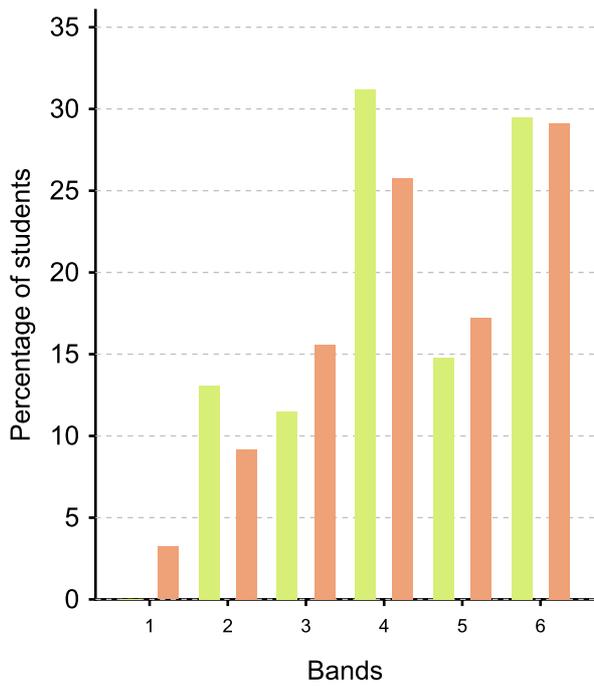
Reading – 4% of students are below the National Minimum Standard and 27% of students are achieving in the Proficient bands 7 and 8.

Writing – 4% of students are below the National Minimum Standard and 16% of students are achieving in the Proficient bands 7 and 8.

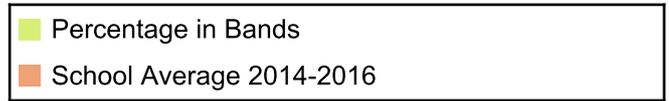
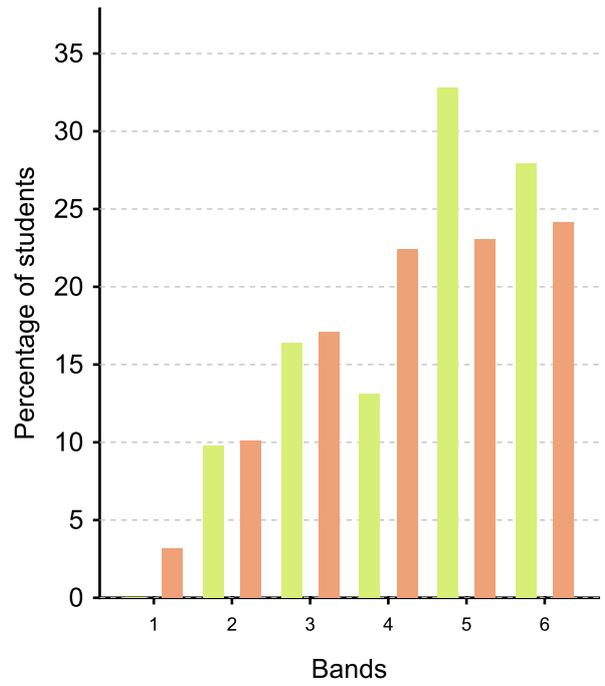
Spelling – 8% of students are below the National Minimum Standard and 25% of students are achieving in the Proficient bands 7 and 8.

Grammar and Punctuation – 0% of students are below the National Minimum Standard and 33% of students are achieving in the Proficient bands 7 and 8.

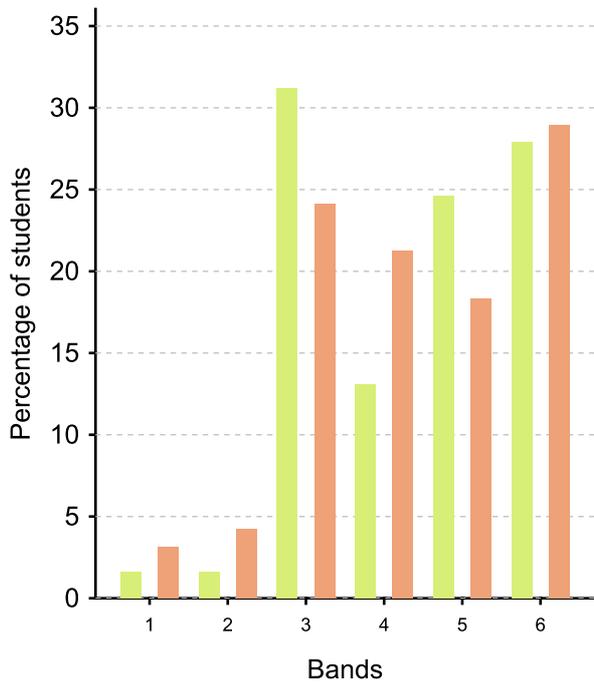
**Percentage in bands:**  
Year 3 Reading



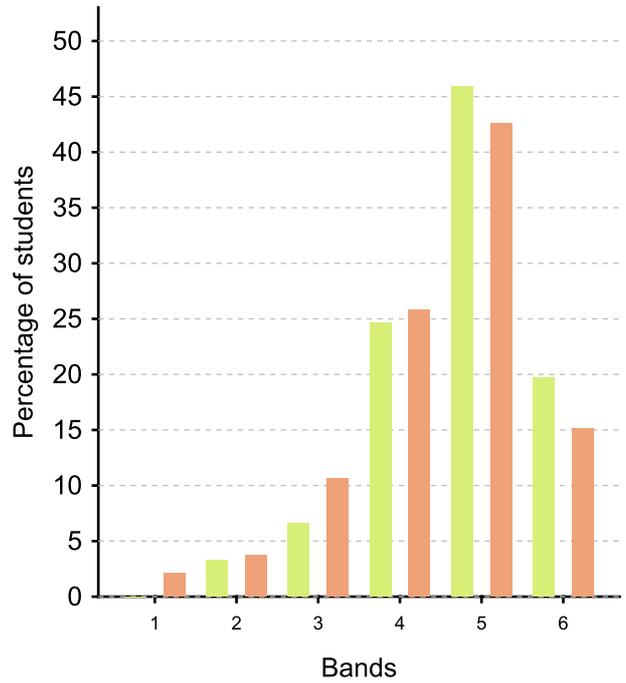
**Percentage in bands:**  
Year 3 Spelling



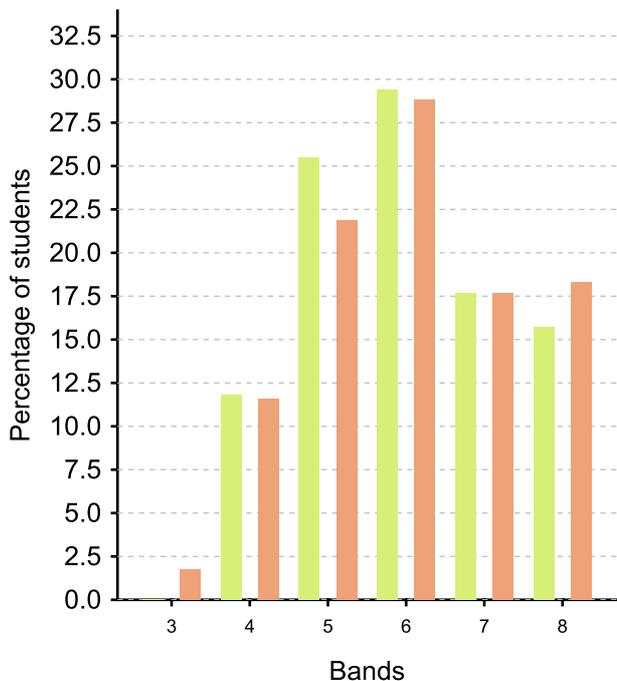
**Percentage in bands:**  
Year 3 Grammar & Punctuation



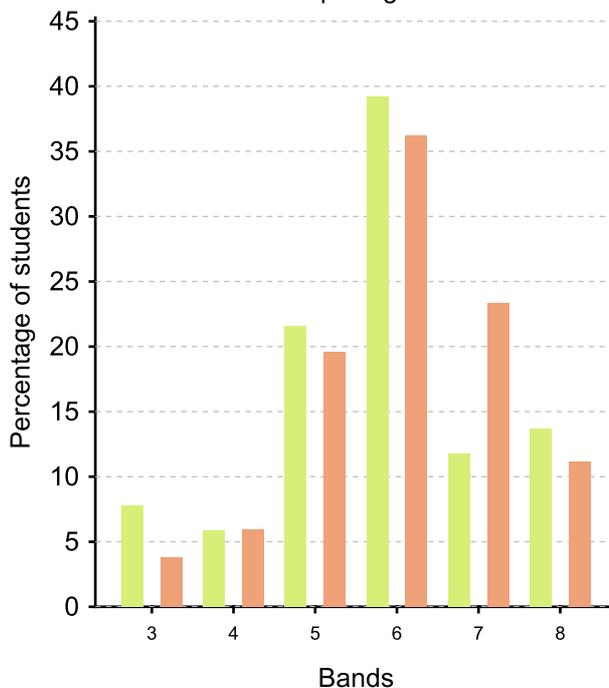
**Percentage in bands:**  
Year 3 Writing



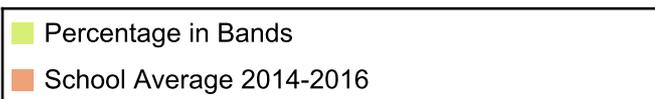
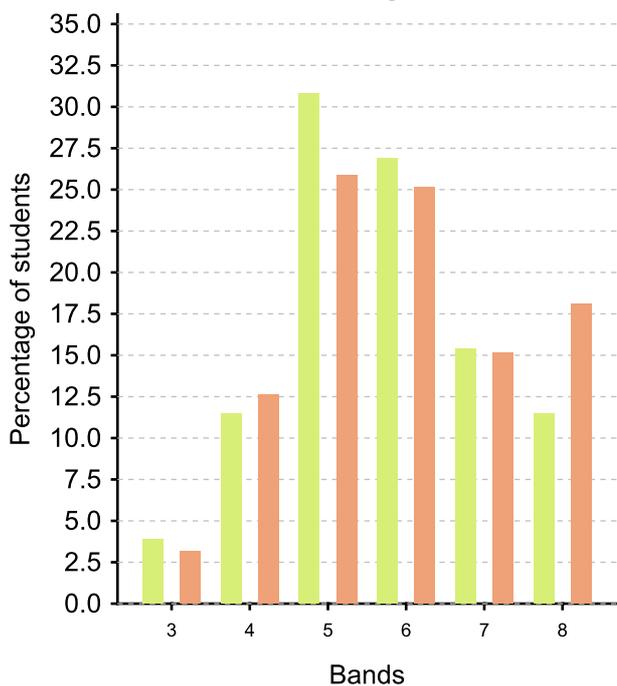
**Percentage in bands:**  
Year 5 Grammar & Punctuation



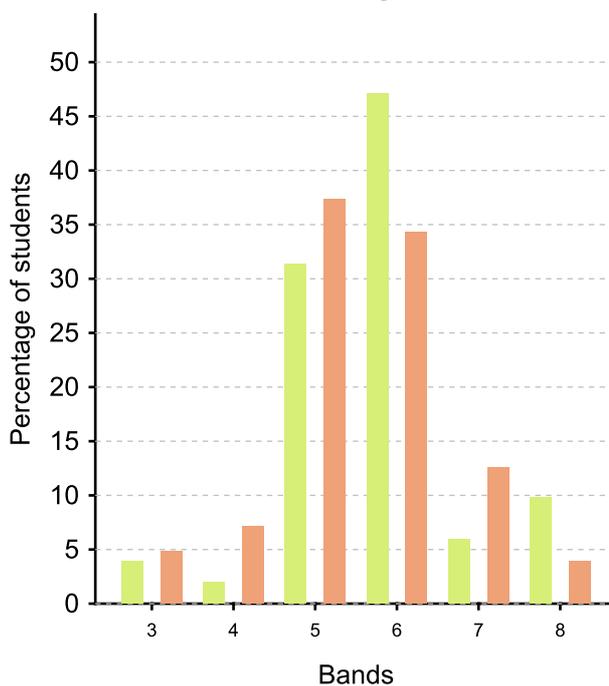
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



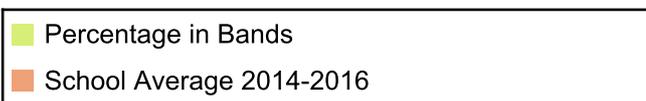
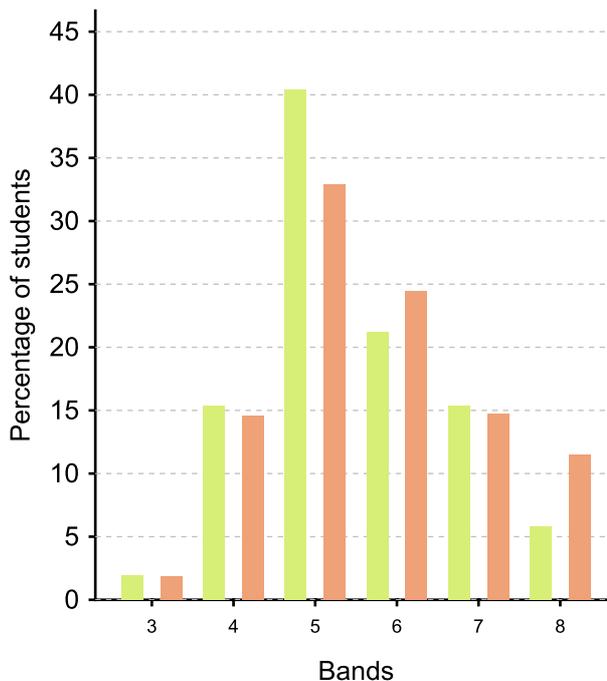
**2016 Year 3 Numeracy results show that in the area of:**

Numeracy – 0% of students are below the National Minimum Standard and 41% of students are achieving in the Proficient bands 5 and 6.

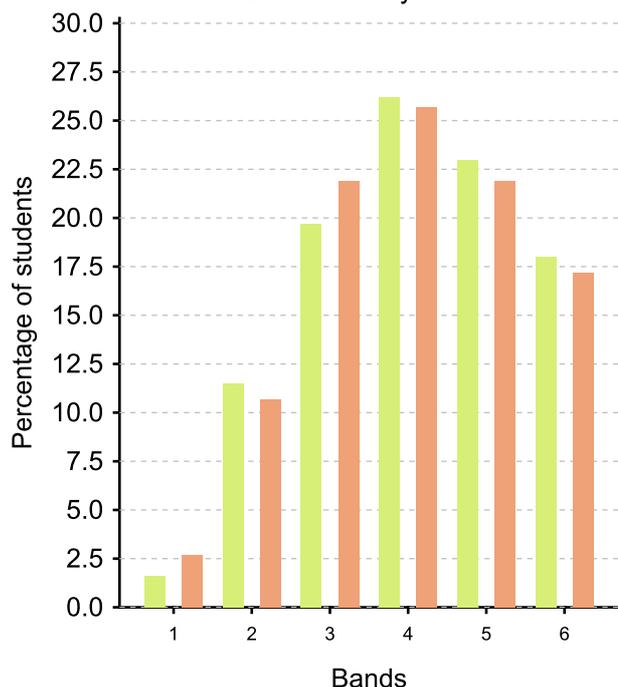
**2016 Year 5 Numeracy results show that in the area of:**

Numeracy – 2% of students are below the National Minimum Standard and 21% of students are achieving in the Proficient bands 7 and 8.

**Percentage in bands:  
Year 5 Numeracy**



**Percentage in bands:  
Year 3 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

**NSW Premier's and State Priorities**

Wagga Wagga Public School is committed to the Premier's Priorities: Improving education results and the State Priorities: Improving Aboriginal education outcomes which is to increase student levels of proficiency by 8% in Reading and Numeracy across the school and by 30% for Indigenous students.

In Year 3, two Aboriginal students participated in NAPLAN in 2016. In Reading, both students were in Band 4 and in Numeracy, one student was in Band 3 and one student in Band 4.

In Year 5, four Aboriginal students participated in NAPLAN in 2016. In both Reading and Numeracy all students were in Band 5. All students made greater than expected growth from Year 3 to Year 5.

Our goal is to achieve the priorities set by increasing the number of students achieving proficiency in Year 3 and Year 5. Classroom, support and school programs and practices will continue to target the key learning areas of Literacy and Numeracy. Frequent, ongoing analysis of assessment data will be a key process in ensuring we remain on target to achieve these goals.

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 the school sought the opinions of students, parents and teachers using the Tell Them From Me surveys. Survey results range from 0, indicating strong disagreement to 10, indicating strong agreement.

Parent satisfaction with Wagga Wagga Public School continues to be high with most parents agreeing that the school, as a learning community is a welcoming, caring and safe environment for all. The top five areas of feedback, in order from strongest agreement, are:

School supports Positive Behaviour – 7.9, with student expectations of classroom and school behaviour scoring 8.3 and 8.5 respectively.

Safety at School – 7.7, with children feeling safe at school and going to and from school scoring 8.3.

Parents feel welcome – 7.3. Parents feel welcome at the school, can easily speak with teachers and find written information from the school is in clear, plain language all scored 7.8 to 8.0.

School Supports Learning – 7.1. My child is encouraged to do his or her best work and teachers show an interest in my child's learning averaging 7.7.

Inclusive School – 7, with parents stating that the teachers help students develop positive friendships and take an active role in making sure all students are included in school activities.

Student surveys measured 20 indicators based on the most recent research on school and classroom effectiveness.

Student results which were equal or above the NSW Government norm included:

Students had positive relationships with friends at school who they can trust and who encourage them to make positive choices.

Students value schooling outcomes and believe that education will benefit them personally and economically, and will have a strong bearing on their future.

Students with positive behaviour at school and do not get in trouble for disruptive or inappropriate behaviour.

Effort, students try hard to succeed in their learning.

Survey results for the drivers of student outcomes were positive with results in all areas equalling or exceeding the NSW Government norms. These included:

Effective learning time – 8.2 – important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Relevance – 8.3 – students find classroom instruction

relevant to their everyday lives.

Rigour – 8.2 – students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

Bullying – students who were subjected to bullying was 8% lower than the norm.

Advocacy at school – 7.7 – students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Positive teacher-student relations – 8.0 – students feel teachers are responsible to their needs and encourage independence with a democratic approach.

Positive learning climate – 7.2 – there are clear rules and expectations for classroom behaviour, students understand these and teachers maintain high expectations that they be followed.

Expectations for success – 8.7 – students think the school staff emphasises academic skills and hold high expectations for all students to succeed.

Teachers were surveyed using the eight drivers of student learning and the four dimensions of classroom and school practices.

For six of the eight drivers of student learning, leadership, collaboration, learning culture, data informs practice, teaching strategies and inclusive school, the staff scored between 7.1 and 7.8 agreement. In the areas of technology and parent involvement there is room for improvement scoring 5.3 and 6.4 respectively. These areas will inform future milestones in our school plan.

Teachers were asked to consider whether they present:

Challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals. The staff scored 7.1.

Planned learning opportunities which involve an intentional transfer of skills and knowledge. The staff scored 7.5.

Quality feedback that guides students' effort and attention. The staff scored 6.8.

Support for students to overcome obstacles to achieving their learning goals. The staff scored 7.4.

More detailed analysis of these dimensions will inform the supervision and instructional leadership provided within the school.

## Policy requirements

### Aboriginal education

Wagga Wagga Public School is committed to improving the educational outcomes and wellbeing of Aboriginal

students.

All teachers at Wagga Wagga Public School have implemented Aboriginal perspectives within their classroom programs. This promotes an understanding of Aboriginal culture – past, present and future, Aboriginal history and contemporary Aboriginal themes and issues.

Teachers reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personalised Learning Pathways for Aboriginal students were developed, implemented and evaluated.

All staff participated in a combined staff development day with local member schools of the Wagga Wagga Community of Public Schools. This provided staff with contextual understanding and knowledge of Aboriginal issues. Staff were better informed to deliver learning programs that are culturally inclusive and sensitive to the needs of Aboriginal and non-Aboriginal students.

In 2016, a group of indigenous students from our Senior School were supported in their learning by the Aboriginal Community Liaison Officer and school staff to work towards achieving identified goals throughout the year. These students were provided with opportunities to learn more about their cultural heritage whilst improving their literacy and social skills.

Wagga Wagga Public School promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in all school assemblies. The school acknowledges and celebrates NAIDOC day each year and in 2016 worked with students from Wagga Wagga High School who presented workshops on Aboriginal culture and history for all students.

### **Multicultural and anti-racism education**

Wagga Wagga Public School has a trained Anti-Racism Contact Officer (ARCO) on staff. The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to report incidences of racism. In 2016 there were no complaints pertaining to racism at the school.

The school has maintained a focus on multicultural education in the curriculum by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

Exposure to cultural diversity is an important aspect of student learning at Wagga Wagga Public School. Multicultural perspectives are emphasised within Human Society and Its Environment and History lessons. The school celebrated Harmony Day in 2016 and promoted other cultures from around the world with our celebrations of the Olympic Games.

Students who attend the school from other nations are supported academically and socially by our English as an Additional Language/Dialect teacher.