

# North Wagga Public School

## Annual Report



2016



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## Introduction

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

Mandy Crocker

Principal

### School contact details

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### Message from the Principal

Compiling the Annual School report is a wonderful process of reflecting on how far we have come as a school over the past twelve months. It is also a process that plays a part in assisting in determining future directions of the school. In conjunction with the school's three year plan it provides an excellent avenue to show-case where we have been and where we are heading.

We are a future-focused school, however, our strong roots keep us well linked to our community. North Wagga Public School has served the local community since 1881. The school has a reputation for successful academic, sporting and cultural programs in a K-6 context.

These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. The school recognises each child's unique potential and attempts to develop all aspects of the whole child with emphasis on self-confidence, self-respect, participation, strong values, high self esteem and a whole school commitment to excellence.

North Wagga Public School has an active parent body involved in many school-based activities. Active parent groups, such as the P&C, along with the many sub groups of the P&C, are evidence of this high level of community involvement. The strong collaborative links between the school and parents ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill. The exemplary work of the school is completely enhanced by our dynamic P&C committee who work with us to create wonderful opportunities for all students at the school.

The school's staff is extremely hardworking and committed to achieving quality educational outcomes across all key learning areas. The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future.

Mandy Crocker

Principal

### Message from the school community

The vision of the P&C for 2015 was to contribute more funds to support the students co-curricular activities, increase the IT resources of the school and focus on the upkeep of the school grounds. These initiatives have continued on into 2016 with the inclusion of classroom maintenance, a school sports shed and the kindergarten classroom renovations.

A special mention must go to the organisers of the biannual North Wagga Public School fete. The dedication and the passion that was displayed by the members of the P&C fete committee would be the envy of any business organisation. New parents, continuing parents or long-standing parents, they all worked with diligence and perseverance to build and run a fete that had items for the school children, adults and all ages between in the cool evening of a twilight fete.

Finally, I'd like to take this opportunity to thank all the amazing P&C committee members and teachers that have made 2016 year a success. It couldn't have been one without you. People have contributed in ways big and small, from running major events or working bees, to being that extra spontaneous pair of hands on the day and everything in between. To all these people and businesses who have contributed to supporting the North Wagga Public School you should be very proud! My personal thanks goes to each and every one of you and I look forward to the year ahead.

Nathan Reynolds

P & C President

### Message from the students

The Student Representative Council is made up of two student representatives selected from each class in Years 1 – 6, together with the School Captains and Vice Captains. In 2016, the SRC raised a total of \$1,573 for charities, Diabetes Australia and RSPCA, as well as for the school.

During our very first term 1 SRC meeting, students were asked to create a short presentation on a local charity they wished to support and raise money for. After much convincing and a vote, we decided upon Diabetes Australia for our first fund raising event which was the Easter Raffle. Half the money went to Diabetes Australia and the SRC held onto the other half, raising a total of \$880.

In Term 2, the SRC wanted to have a Crazy Hair Day for a gold coin donation, with all money raised going to our group so we could supply new items for our school. The students greatly enjoyed having a Crazy Hair Day at school. We raised \$263.

In Term 3, we conducted our RSPCA Cupcake and Pyjama Day which had a fantastic turnout and all students enjoyed wearing their pyjamas to school. Thank you to all parents who assisted in helping out and baking such delicious cupcakes. From this fun event we raised a total of \$430. This fundraising event also helped raise money for our new water bubbler which we all decided should be located near the back oval.

Election onto the Student Representative Council is highly valued at North Wagga Public School and remains a goal for many students across the school.

Danell Moore

SRC Organiser

# School background

## School vision statement

At North Wagga Public School we are committed to addressing the academic, physical and social needs of all students to build a culture of excellence; developing creative, resourceful and responsible citizens.

## School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 270 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 135 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

## 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.

#### Learning:

- Learning Culture (Excelling)
- Wellbeing (Sustaining and Growing)
- Curriculum and Learning (Excelling)
- Assessment and Reporting (Sustaining and Growing)
- Student Performance Measures (Delivering)

In the domain of **Learning**, our efforts have been primarily focused on the elements of Learning Culture, Curriculum and Learning, and refining Assessment and Reporting. There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Increased emphasis on data collection and effective analysis has underpinned our enhanced student achievement monitoring practices. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. A much greater emphasis on effective collaboration K-6 has been pivotal in creating an environment that promotes learning and higher levels of student engagement.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. Enhancements in Assessment and Reporting are built on a foundation of setting high expectations for achievement. A systematic approach to professional learning around teachers' interpretation and use of assessment information has resulted in improvements in student achievement.

#### Teaching:

- Effective Classroom Practice (Excelling)
- Data Skills and Use (Sustaining and Growing)
- Collaborative Practice (Sustaining and Growing)
- Learning and Development (Excelling)



- Professional Standards (Excelling)

In the domain of **Teaching**, our focus areas have been; Effective Classroom Practice, Collaborative Practice and Learning and Development.

There has been significant professional learning around building the capacity of the executive team to lead stage teams to greater proficiency in effective classroom practice. This has resulted in the school leadership team demonstrating instructional leadership, and promoting and modelling effective, evidence-based practice.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. A greater emphasis on collaboration K–6 has resulted in school-wide relationships that provide mentoring and coaching support to ensure the ongoing development of all staff.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies. High levels of understanding around research-based effective professional learning has resulted in very strategic paced professional learning implemented to create real and sustainable shift in student learning.

Teachers draw on and implement evidence-based research to improve their performance and development, and practices that have proven effective in certain areas of the school have been refined or developed for application K–6.

### **Leading:**

- Leadership (Excelling)
- School Planning, Implementation and Reporting (Sustaining and Growing)
- School Resources (Excelling)
- Management Practices and Processes (Sustaining and Growing)

In the domain of **Leading**, our focus in 2016 has been to progress Leadership and School Resources. The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

Teachers, as well as those in executive positions have purposeful leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Our self-assessment process will 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

Students will be successful learners and active global citizens.

### Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential as global citizens. To create a powerful learning culture where students are able to learn about learning and can be helped to help themselves.

### Overall summary of progress

The continuation of strong research-based Literacy and Numeracy Programs such as L3 (Language, Learning and Literacy) Early Stage 1 and Stage 1, Reading Recovery, TEN (Targeted Early Numeracy) and ToWN (Taking Off With Numeracy) have enabled us to make progress in this Strategic Direction, with student results indicating the efficacy of these programs.

Best practice in programs such as L3 has been adopted, in parts, into Stage 2 classrooms where students targeted for intervention have had numerous opportunities over the week to rotate through an "engine room" in differentiated groupings, so their individual learning needs could be addressed. A focus on reading intervention was introduced into K-2 for students experiencing a stall in their reading and comprehension data.

We have also gained valuable data to inform targeted intervention into 2017. Staff members are making greater use of the PLAN (Planning Literacy and Numeracy) software tool to track student progress and are embedding this further into practice and developing their own understanding of valid judgements as well as the identification of mismatches in data.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100 percent of teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.	Significant professional learning was implemented in 2016 to build teacher capacity around collecting and the use of data to inform practice. A specific focus on developing deeper understanding around the Literacy and Numeracy Continuums and what it means when there are mismatches in data remains an ongoing focus as teacher capacity develops.  Successful alignment now exists between teaching and learning cycles in delivery, planning and recording.	Equity \$8470.54  (Aboriginal Background)  (Low Socio-Economic Background)  (Low Level Adjustment)  Integration Funding Support \$18264.86  OOHC Funding \$1175.00  PLAN Literacy & Numeracy \$1178.97
To increase student levels of proficiency (top two bands of NAPLAN) by 8% in Reading and Numeracy and 30% increase for Indigenous students reflecting the Premier's Priorities.	High Expectations for all Learners is a priority that will lead us towards the Premier's Priorities. Our redefined High Expectations for all Learners school targets are to Increase the proportion of students in the top two NAPLAN bands to 40% in both Reading and Numeracy for all Indigenous and Non-Indigenous students.  A redesign of many teaching and learning processes within the school in 2016 saw changes to classroom observations of teacher practice, improved collection, monitoring and reporting of student data and achievement, tiered and early intervention for targeted students and increased emphasis on explicit teaching and effective feedback to students.	School Development Days  Stage and Staff Meetings  QTSS Allocation  Equity \$4000  (Aboriginal Background)  (Low Socio-Economic Background)  (Low Level Adjustment)  Literacy & Numeracy

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase student levels of proficiency (top two bands of NAPLAN) by 8% in Reading and Numeracy and 30% increase for Indigenous students reflecting the Premier's Priorities.	<p>High Expectations for all Learners is a priority that will lead us towards the Premier's Priorities. Our redefined High Expectations for all Learners school targets are to Increase the proportion of students in the top two NAPLAN bands to 40% in both Reading and Numeracy for all Indigenous and Non-Indigenous students.</p> <p>A redesign of many teaching and learning processes within the school in 2016 saw changes to classroom observations of teacher practice, improved collection, monitoring and reporting of student data and achievement, tiered and early intervention for targeted students and increased emphasis on explicit teaching and effective feedback to students.</p>	<p>Funding \$3370.11</p> <p>Teacher Professional Learning \$1252.27</p>

## Next Steps

This section includes future directions for 2017 and ensures the 3 year plan remains on track to provide high quality educational outcomes. Several adjustments have been made to the school plan for Strategic Direction 1.

Two additional improvement measures were added to the 2016 School Plan, and will lead our planning around Strategic Direction One into 2017. They are:

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

The processes and practices established in order for these to be achieved include:

1. Increase staff capacity to plan and differentiate instruction in Literacy and Numeracy and create grouping structures that support differentiation;
2. Develop staff capacity to develop success criteria and learning intentions, and communicate those effectively to students; and
3. Students take greater responsibility in their learning through implementing advice and direction established through a cycle of effective feedback.



## Strategic Direction 2

Staff will be high performing, collaborative and dynamic.

### Purpose

To ensure teachers demonstrate deep curriculum knowledge and innovation through a shared and methodical approach, fostering professional dialogue, collaborative planning, and a systematic exchange of resources, programs and ideas. To build staff capacity to take on leadership roles within the school.

### Overall summary of progress

In 2016, a number of opportunities were provided to allow staff to develop and consolidate best practice in research-based Literacy and Numeracy Professional Learning programs. This included learning in ToWN (Taking Off With Numeracy), TEN (Targeted Early Numeracy) and L3 (Language, Learning and Literacy).

All teaching staff also engaged in extensive learning around the Literacy and Numeracy Continuums and the valid tracking of students' learning and achievement data as well as setting and maintaining high expectations, explicit teaching, differentiation of learning and effective feedback to students. Peer to peer, as well as supervision-based classrooms observations, with feedback on practice around the Teaching Standards, provided staff with incredible insight into their own professional practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have programs reflecting innovative teaching and learning pedagogy. Evidence of school wide programs provide mentoring and leadership support to ensure the ongoing professional development of all staff.	2016 was a year of significant learning for staff. A consistency of understanding, knowledge and skill base around what innovative teaching and learning pedagogy looked like was a priority. Professional Learning around the principles of "What works best" and the Australian Standards for Teachers provided the blueprint for action around developing consistent capacity across all staff, taking into account their length of years in the profession and professional experience.  Distributive leadership beyond the executive team allowed significant opportunities for mentoring and coaching and whole-staff collaboration.	Equity \$5784.00  (Aboriginal Background)  (Low Socio-Economic Background)  (Low Level Adjustment)  Teacher Professional Learning Funds \$8485.36  Permanent Beginning Teacher \$2188.46  Computer Coordinator \$6605.71
All staff demonstrate ongoing communication of success criteria in learning and appropriate learning intentions. A cycle of communication and reflective feedback is established.	Before staff could communicate success criteria to students via teaching and learning cycles, professional learning was necessary in developing capacity to articulate to students not only "why the learning matters", but also what it means to be successful in the learning.  This is not a one off instance of professional learning, but rather an ongoing cycle that continually spirals as collective and individual capacity develops.  In 2016, staff and stage meetings, School Development Days and QTSS funding were utilised to create strategically planned opportunities for differentiated professional learning across all K-6 teachers.	School Development Days  Stage and Staff Meetings  QTSS Allocation  Equity \$5000  (Aboriginal Background)  (Low Socio-Economic Background)  (Low Level Adjustment)



## Next Steps

To ensure the third year of our planning cycle remains on track, adjustments will be made in some of the focus areas of professional learning that staff will engage with.

Tighter practice around teacher Professional Development Plans will ensure there is alignment between what individual teachers require to perform their roles more effectively, the school targets and the Australian Professional Standards for Teachers.

Building capacity within the staff to continue to deliver learning programs where there is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement will be paramount in maintaining our growing learning culture.



### Strategic Direction 3

Our school and community will be inclusive, informed and engaged.

### Purpose

Empower the school community to engage and contribute positively to the school and support student learning. Ensure that our shared values of inclusivity and celebration of diversity continue to expand through the delivery of effective student welfare and wellbeing programs.

### Overall summary of progress

Strong community partnerships continue to thrive at North Wagga Public School. An increased commitment to community consultation in 2016 has fostered relationships between school and home and empowered the school community to engage and contribute positively to the school and support student learning. There has been opportunities for students and the community to provide constructive feedback on school practices and procedures and the school has been responsive to these.

New formats in our school newsletter, our school information booklet, fortnightly formal assemblies and our Transition to School/Kinder Orientation program have all added to our school community being better informed. New processes around reporting and parent/teacher interviews have also led to increased engagement with families.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence demonstrates an increase in the ways families, the community and school staff interact with each other both formally and informally.	<p>To create an increase in the way families and our community were interacting with us, we had to develop more user-friendly and innovative ways of reaching out to our audience.</p> <p>Our 2015 school developed app has maintained its popularity in 2016 as a digital carrier for quick access to notify our parents of school information, send reminders, and general updates that complement our more traditional paper-based forms of communication.</p> <p>Our school newsletter was redesigned to be more user-friendly in both the print and digital format, and the school developed an updated information booklet for all new and prospective families.</p> <p>Fortnightly assemblies were redesigned to demonstrate better use of technology and innovation in their delivery, and the role of our school leaders was increased as they took over the full run of the function.</p> <p>An increase in Literacy and Numeracy workshops for prospective Kindergarten parents around early reading, writing, numeracy and general school readiness was well received by our school community. Parent and family attendance was also increased with new procedures around formal reporting interview processes over two nights in the school library.</p> <p>Our school community continued to support our students with increased attendance at ANZAC Day services, Education Week performances and Open Day, Book Week parades, class/stage information sessions and interviews, Aboriginal students PLP</p>	<p>Equity \$1000</p> <p>(Aboriginal Background)</p> <p>(Low Socio-Economic Background)</p> <p>(Low Level Adjustment)</p> <p>Computer Coordinator \$1500</p> <p>OOHC Funding \$300</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Evidence demonstrates an increase in the ways families, the community and school staff interact with each other both formally and informally.</p>	<p>(Personalised Learning Pathways) 3 way interviews, Out of Home Care (OOHC) student goal setting and Presentation Night.</p> <p>Our students were provided with the opportunity to engage with officers from the Wagga Wagga City Council as part of the Future-Focused plans for the North Wagga community, and also worked closely with artist Will Macguire who was commissioned by council to create a sculpture installation for North Wagga in the Albert Burgmann Memorial Park.</p> <p>A highlight of our year in strong partnership with our school community is reflected in the success around our P &amp; C holding an outstanding school fete which brought in over 1000 people to our school site for a twilight event.</p>	
<p>Increased individual and collective student engagement and well-being through a comprehensive and inclusive student welfare structure.</p>	<p>Student engagement through the core Key Learning Areas of English, Mathematics, History, Geography, Creative and Practical Arts, Personal Development, Health and Physical Education, and Science and Technology remains our complete focus.</p> <p>Extra-curricular activities, however, provide additional opportunities for the development of student interests and talents. In 2016 our students enjoyed programs and activities around:</p> <p>Tournament of the Minds.</p> <p>University Exams.</p> <p>Wagga Show Entries.</p> <p>Operation Art.</p> <p>GRIP Leadership .Conference</p> <p>Harmony Day Celebrations.</p> <p>NAIDOC Week Observance.</p> <p>Band Instrument Lessons.</p> <p>Additional PSSA and Gala Day sporting opportunities.</p> <p>Charity Partnerships with Mission Australia, Diabetes Australia and RSPCA Australia.</p> <p>Nude Food Nutrition.</p> <p>CWA Country of Study Competition.</p> <p>North Wagga Progress Society Competitions.</p> <p>Major excursions to Canberra, Sydney and Albury.</p> <p>Dance programs that saw our school students perform at both the Riverina Dance Festival and the State Dance Festival in Sydney.</p>	<p>Equity \$3000</p> <p>(Aboriginal Background)</p> <p>(Low Socio-Economic Background)</p> <p>(Low Level Adjustment)</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased individual and collective student engagement and well-being through a comprehensive and inclusive student welfare structure.	<p>Early investigation into the Positive Behaviour for Learning (PBL) program was made, with the Assistant Principal PBL providing background to the program at a staff meeting. School values were developed which are now prominently displayed in the playground.</p> <p>Further investigation into Social and Emotional Learning/Wellbeing programs for students K–6 will be a continued priority in 2017.</p>	

## Next Steps

In 2017, our school community will have increased opportunities to provide feedback on school culture and direction through their engagement with Tell Them From Me surveys.

Families will have increased opportunities to participate in community consultation with enhanced whole-school opportunities to come together for information sharing both formally and informally.

A systematic offering of parent workshops around teaching and learning concepts will assist parents to better understand how they can support their children's learning, in partnership with the school.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All Indigenous students have a Personalised Learning Pathway (PLP) and are making progress across the Literacy and Numeracy Continuums. The goals for these were set in consultation with families and were monitored each term. In term 4 the students worked 1:1 with a teacher one day a week to demonstrate their growing success and proficiency around the goals.</p> <p>Funding was used in providing Wiradjuri cultural opportunities for all students in order to foster all student's understanding of the diversity of Wiradjuri culture.</p>	Aboriginal background loading \$7747.56
<b>Low level adjustment for disability</b>	Funds were used for Teacher Professional Learning and to employ School Learning Support Officers to assist in classrooms with Literacy and Numeracy.	Low level adjustment for disability \$15065.00
<b>Quality Teaching, Successful Students (QTSS)</b>	This staffing allocation was used to create opportunities for classroom observations around best practice and inspired learning programs. Feedback to teachers was provided around negotiated areas as well as the Australian Standards for Teachers.	<p>Quality Teaching, Successful Students (QTSS)</p> <p>2016 Allocation 0.199</p>
<b>Socio-economic background</b>	Funds were used for Teacher Professional Learning and to employ a SLSO to assist with reading intervention in K-2.	Socio-economic background \$15182.12



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	119	121	130	140
Girls	110	120	122	129

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.6	95.1	95.5
1	94	95.1	95.4	93.8
2	95	94.4	93.3	92.1
3	96.8	93.9	94.3	95.1
4	95	96.2	95.4	92.4
5	96.9	96.2	96.5	94.4
6	94.9	95.9	94.9	95
All Years	95.4	95.3	95	94
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

The school regularly monitors student attendance so that measures can be implemented for families that develop a pattern of frequent or increased absenteeism. The Learning Support Team is instrumental in guiding school based processes to support families to get their children to school on time and ready for learning. The Home School Liaison Officer is integral to supporting the school assist families who require additional monitoring or support through Individual Attendance Plans.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.47
Other Positions	0.09

\*Full Time Equivalent

North Wagga Public School has two Aboriginal teaching staff.

### 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	22

### Professional learning and teacher accreditation

The majority of professional learning is strategically targeted towards developing teacher capacity in literacy and numeracy to identify and systemically promote the most effective strategies to improve student engagement and increase student achievement.

Professional learning activities focused on building teachers' understandings of effective teaching and assessment strategies in all learning areas remains a continued focus.

## 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>101 123.92</b>
Global funds	201 387.86
Tied funds	115 315.86
School & community sources	82 209.61
Interest	2 542.38
Trust receipts	14 139.16
Canteen	0.00
Total income	516 718.79
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	35 039.12
Excursions	29 921.12
Extracurricular dissections	48 572.47
Library	2 741.88
Training & development	1 252.27
Tied funds	79 080.77
Short term relief	53 831.51
Administration & office	48 347.36
School-operated canteen	0.00
Utilities	37 396.29
Maintenance	29 926.05
Trust accounts	10 215.47
Capital programs	0.00
Total expenditure	376 324.31
<b>Balance carried forward</b>	<b>140 394.48</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.

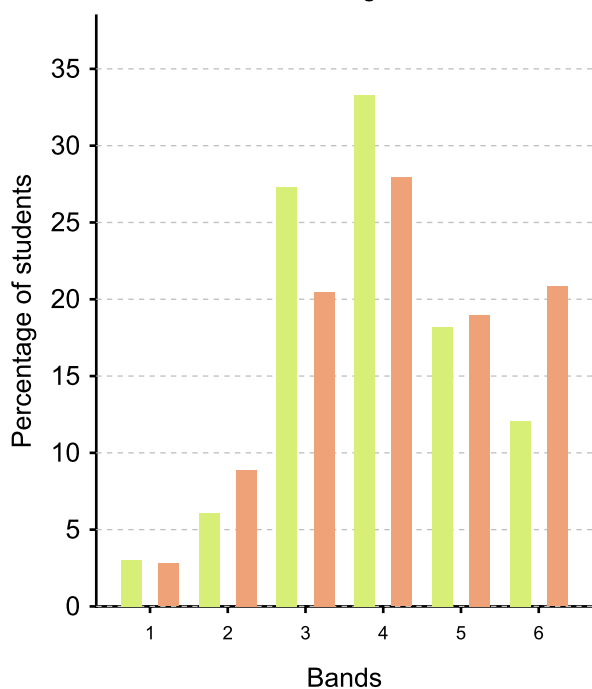
**Year 3 NAPLAN** data from 2016 indicated that:

- Ninety-one percent of our students performed in band three or above in **Reading**. 30% of students scored in the top two bands.
- Ninety-four percent of our students performed in band three or above in **Writing**. Forty-eight percent of students scored in the top two bands.
- Ninety-one percent of our students performed in band three or above in **Spelling**. Forty-eight percent of students scored in the top two bands.
- Eighty-eight percent of our students performed in band three or above in **Grammar & Punctuation**. Thirty-six percent of students scored in the top two bands.

**Year 5 NAPLAN** data from 2016 indicated that:

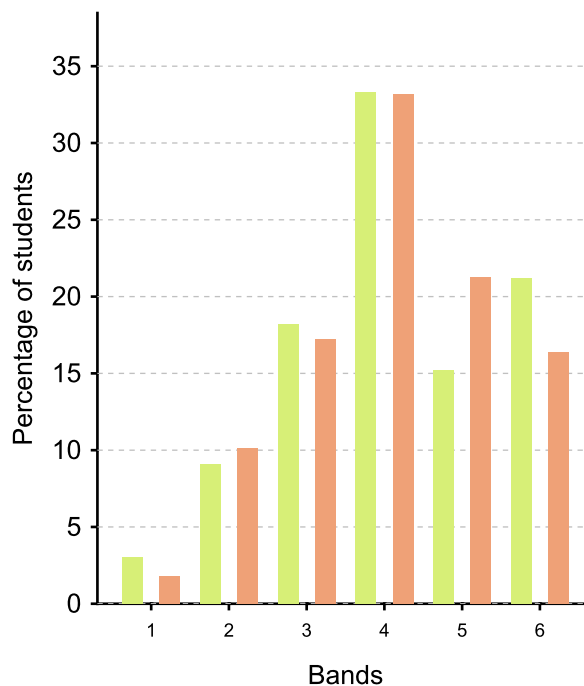
- Sixty-nine percent of our students performed in band five or above in **Reading**. Thirty-one percent of students scored in the top two bands.
- 80% of our students performed in band five or above in **Writing**. 9% of students scored in the top two bands.
- 80% of our students performed in band five or above in **Spelling**. 20% of students scored in the top two bands.
- Eighty-three percent of our students performed in band five or above in **Grammar & Punctuation**. Thirty-one percent of students scored in the top two bands.

**Percentage in bands:**  
Year 3 Reading



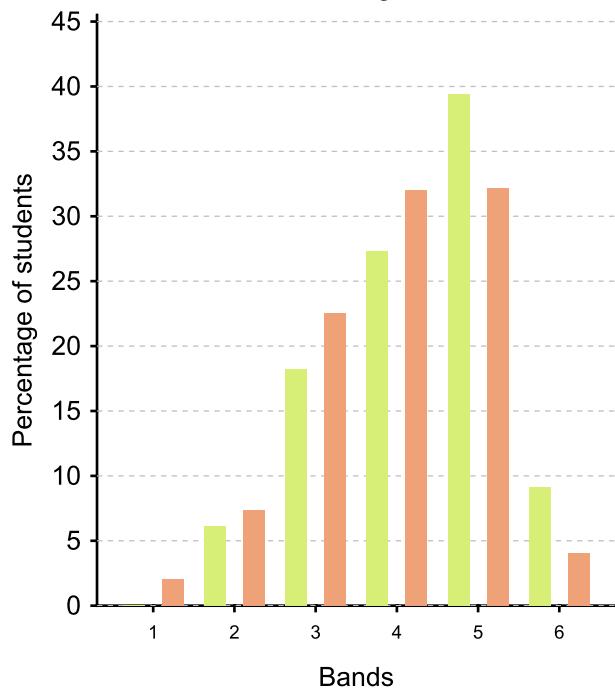
Percentage in Bands  
School Average 2014-2016

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



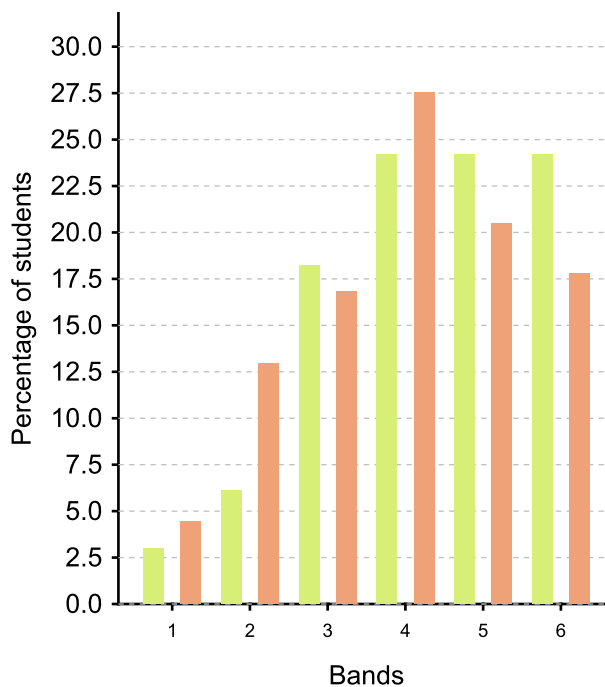
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2014-2016

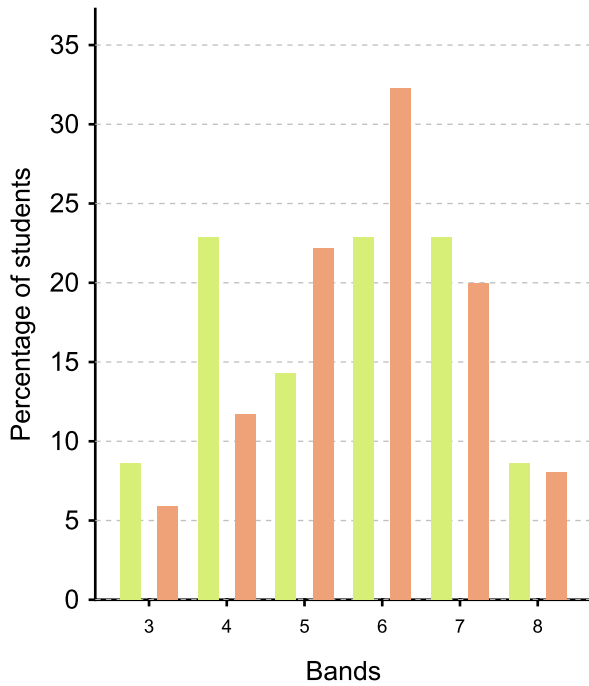
**Percentage in bands:**  
Year 3 Spelling



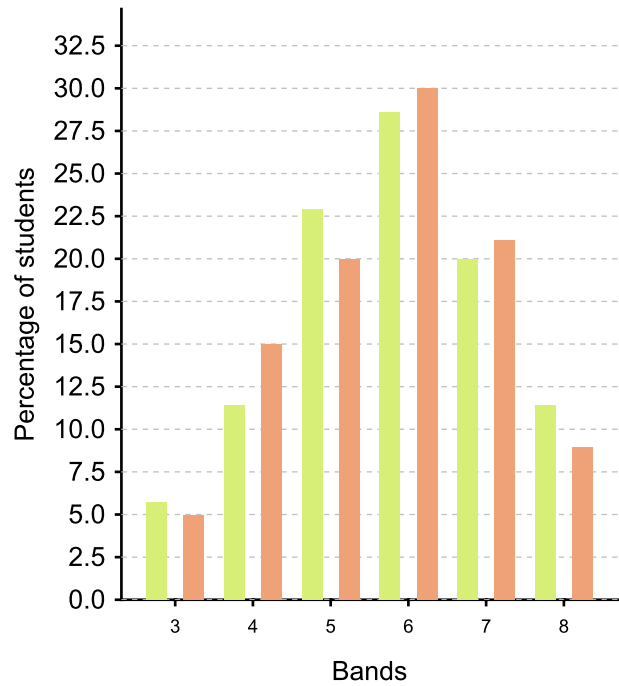
Percentage in Bands  
School Average 2014-2016



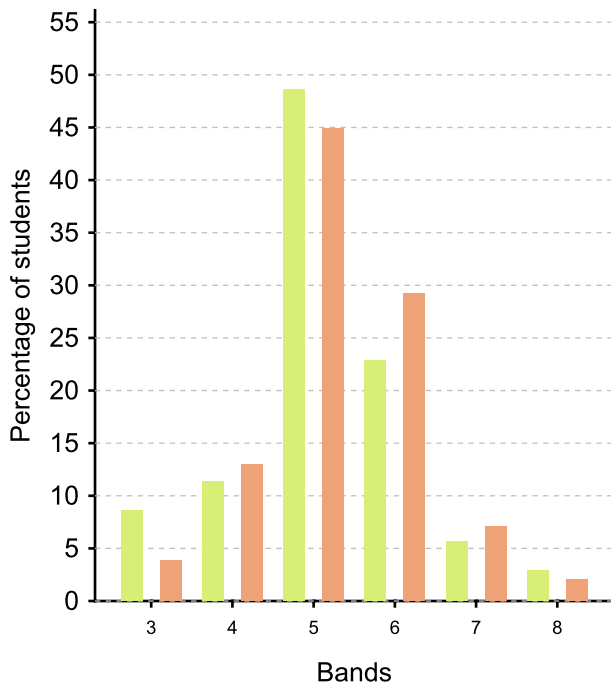
**Percentage in bands:**  
Year 5 Reading



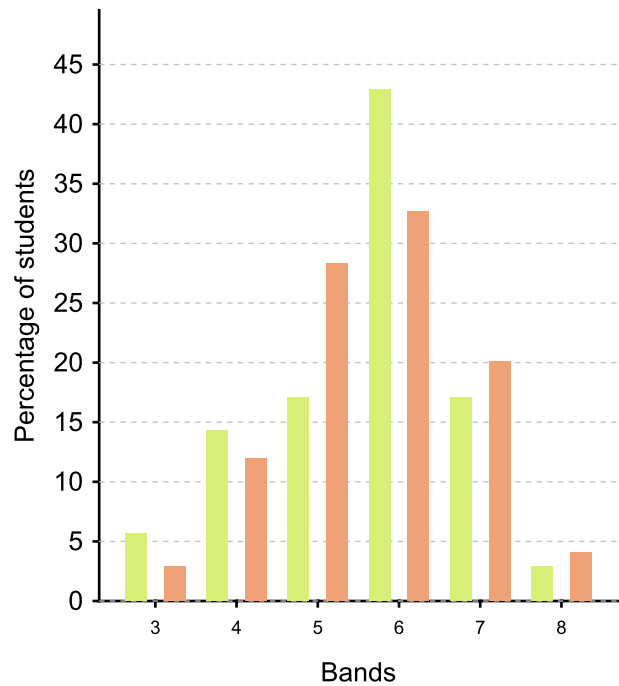
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



**Year 3 NAPLAN** data from 2016 indicated that:

- Eighty-seven percent of our students performed in band three or above in **Numeracy**.  
Twenty-two percent of students scored in the top two bands.

**Year 5 NAPLAN** data from 2016 indicated that:

- Eighty-five percent of our students performed in band five or above in **Numeracy**. 12% of students scored in the top two bands.

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.

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

Our identified school targets are to increase the proportion of students in the top 2 NAPLAN bands to 40% in both Reading and Numeracy for all Indigenous and Non-Indigenous students.

## 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 parents about the school via an end-of-year survey.

Families were surveyed around whether they find the school a place they are welcomed and valued, whether there were strong practices in place to support learning, and whether the school fosters an environment conducive to positive behaviour and student wellbeing.

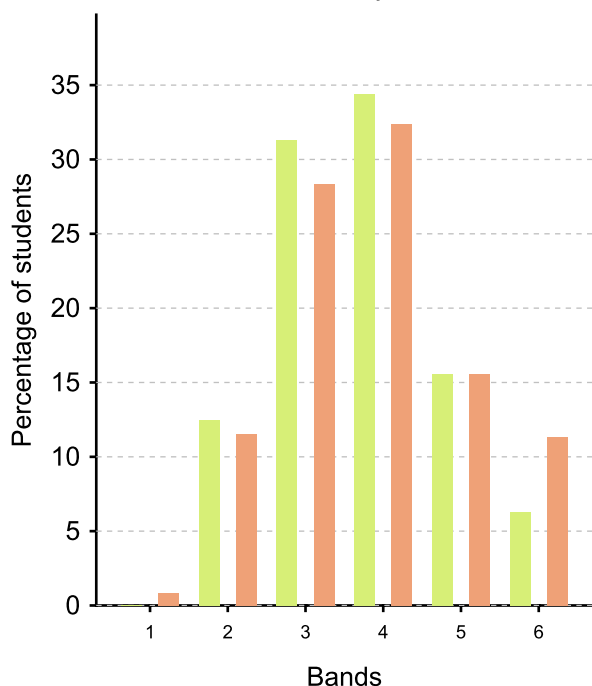
Other areas surveyed included areas around positive school promotion, parent participation, family expectations for students long term.

Data analysis reveals that parents feel strongly about many aspects of their child's schooling. The data demonstrates clearly that the parent body has a very positive attitude towards the school, the wider school community, programs offered and the values we promote.

One hundred percent of the surveys responded to were overwhelmingly positive around excellent family/school relationships. Families felt they were welcome at the school, could speak easily with the office staff, teachers and principal, and that their concerns were listened to. All respondents also indicated that the school kept them well informed in language they could easily understand.

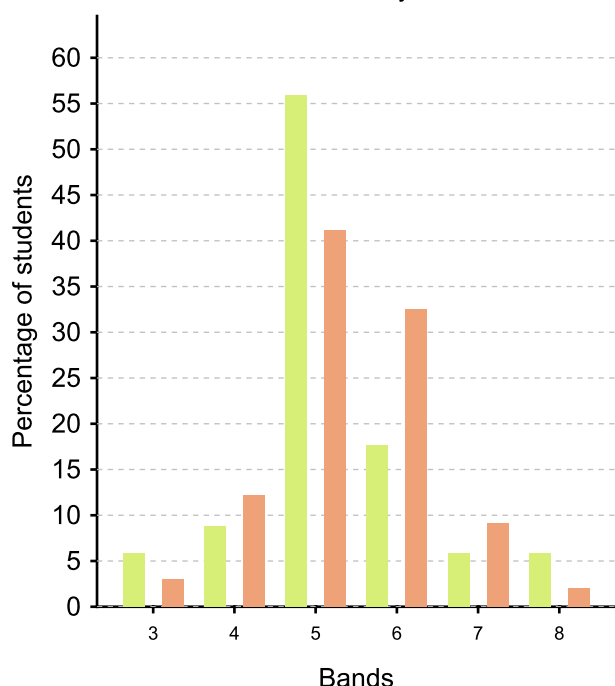
In the area of the school promoting and supporting effective learning, ninety-five percent of surveys indicated that the teachers had high expectations around student succeeding. Other areas that achieved over ninety percent agree or strongly agree included: teachers showing an interest in individual children's learning, students being encouraged to do their best and reach their personal potential, and children's needs, abilities and personal interests being taken into account when teaching and learning cycles were

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

developed. Only seventy-nine percent of respondents indicated that teachers expect homework to be in on time.

Areas around the school's promotion of positive behaviour and wellbeing, all respondents indicated that teachers expected students to listen in class and maintained calm and supportive learning environments, creating optimal conditions for quality learning.

Ninety-five percent of the surveys indicated that students were clear on the school's rules for behaviour, and that teachers devoted their time to extra-curricular activities to support and promote student wellbeing.

Better engagement with the school community through increased avenues of communication has been a major school focus in 2016. Ninety-five percent of families indicated that they found formal face to face interviews with teachers informative about student progress, assemblies were a wonderful avenue of school promotion and information sharing, and that telephone contact was the best way to gather and clarify information they required. All respondents indicated that informal meetings with teachers, the newsletter, the school app and presentation night were all useful forums and avenues for effective communication between school and home.

Student surveys indicated that eighty-four percent felt they had positive relationships with their peers and had a sense of belonging at school. Ninety-five percent indicated they valued their education and believed it would have a strong bearing on their future. Their percentage matched responses from families, where the same percentage believed their children would go on to complete Year 12 and then go onto university. Ninety percent of students indicated they try their best and eighty percent felt their teachers were responsive to their needs.

Teacher surveys indicated that eighty-five percent of staff indicating they had developed their capacity to use data to inform future action and that they were consistently implementing best practice in their teaching. Ninety percent of staff were collaborating with their colleagues to share resources and to enhance teaching and learning programs to better realise student learning outcomes.

## Policy requirements

### Aboriginal education

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

Inclusion of Aboriginal perspectives in the teaching programs ensured all student education opportunities were well rounded. Teachers also reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personal Learning Pathways for Aboriginal students were developed, implemented or evaluated.

North 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 assemblies. A local Wiradjuri community member was invited to work with students on a number of occasions throughout the year.

### Multicultural and anti-racism education

The school has a trained Anti-Racism Contact Officer (ARCO) trainer on staff. The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. In 2016 there were no complaints pertaining to racism at North Wagga Public 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. Students also had the opportunity to participate in Harmony Day activities.