

Wangi Wangi Public School

Annual Report



2016



3373

Introduction

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

Tim Lewis

Principal

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Message from the Principal

Wangi Wangi Public School experienced considerable leadership change in 2016 with the former Principal gaining a promotion at the end of Term 2. A relieving Principal from within the school filled the position until a Principal was appointed through the merit selection process. Teachers have continued to provide quality teaching experiences across the curriculum to engage students and bring about improved results. This will continue to be the focus in 2017 along with new initiatives and professional learning for staff. This report has been prepared to the best of my knowledge.

School background

School vision statement

Wangi Wangi Public School develops innovative, creative problem solvers through empowered relationships. We strive to:

- Maximise student engagement and achievement
- Be active and informed members of the local and global community
- Provide a safe, happy environment that fosters confidence and resilience

School Values

- Respect
- Resilience
- Confidence
- Success
- Responsibility
- Community

School context

Wangi Wangi Public School is situated on the western shores of Lake Macquarie and has a current enrolment of 97 students, in four classes, including 19 Aboriginal students. We are committed to providing a safe, nurturing environment for all students and developing close relationships with the community and wider community to make the school a focal point for Wangi Wangi. We have also developed strong partnerships with the 6 partner schools in our learning alliance and the Itji Marru Aboriginal Education Consultative Group. Parents are engaged in their children's learning and actively participate in our range of school activities. Major initiatives over the past three years in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts have widespread recognition of excellence within the school and the wider community.

The school's staff is extremely hard working and committed to achieving quality educational outcomes across all Key Learning areas. Our teaching and learning programs encourage excellence, commitment and cooperation and produce confidence, persistence, organisational skills and social awareness in students preparing them for a positive future.

The school maintains a culture which is based upon continuous improvement. Our school delivers innovative programs including Focus on Reading Phase 1 and Phase 2, Best Start, Language Learning and Literacy (L3) Early Stage 1, Stage 1 and Targeted Early Numeracy. The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs. Students enjoy an academic and sporting culture and many students have represented at a zone and regional level in various sports. Many students have represented the school at regional level in debating and public speaking. Student welfare programs focus on building resilience, confidence, organisation, persistence and getting along skills. Students are also exposed to mentoring to build on their confidence and self-esteem.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 Elements

During 2016, the staff were introduced to the new Wellbeing framework which had been developed by the NSW Department of Education. With in the Local Lake Macquarie West and East network of schools, representatives from each school including Wangi Wangi attended additional Professional Learning around the development of a Wellbeing toolkit. Staff at Wangi Wangi PS also undertook Professional learning around the Positive Behaviour For Learning(PBL) model ready to implement in 2017.

As Wangi Wangi PS was identified as a 'Bump It Up' school during 2016 Curriculum and Learning became a key focus area for the school. Professional development around Focus on Reading was an area where staff professional learning focused. Lesson Observations, Targeted Professional Learning, Explicit Instruction and streamlined Assessment routines were also utilised.

Teaching Elements

Powerful Learning Accountable Teaching (PLAT) was introduced into Wangi Wangi during 2016 as a means of collecting effective data on students across the school. This data could be utilised to provide staff additional information around teaching practice and intervention effectiveness. Professional learning was centred around the collection of data through consistent teacher Judgement. Professional Learning was linked to the Professional Teaching Standards ensuring teachers remained current and up to date.

Leadership

Two staff members have undertaken the Leading and Sustaining training, in order to provide effective leadership and professional learning across the school. School resources have been allocated to ensure the success of this Professional Learning including Focus on Reading materials.

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

Enhancing the quality of student learning to develop confident and creative learners.

Purpose

To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Overall summary of progress

Wangi Wangi Public School has focussed on Future Focused Learning as a means of further engaging students. ScopelT was a resource used, in which student and community feedback was extremely positive.

School website usage has significantly improved due to regular updates and monitoring.

The initial stages of Positive Behaviour for Learning is currently being researched and implemented across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased student engagement and general wellbeing as evidenced by an increase in the social/emotional outcomes in the Tell Them From Me student survey.</p> <p>To increase parent participation in our school-home partnership by 10%.</p> <p>Staff teaching reflects new syllabus outcomes measured by peer observations, programming and assessment tasks.</p> <p>Identification and evaluation of individual learning practices and adjustments in classrooms as shown by PLP's and IEP's.</p>	<p>Assessment tasks have been aligned with new syllabus documents across the school</p> <p>School communication and website use has significantly improved</p> <p>Student engagement has improved, identified through Tell Them From Me data</p>	

Next Steps

- Communication with the wider school community will continue to be improved
- Learning and Support Team established to focus on the Learning and Wellbeing needs of all students across the school
- Positive Behaviour For Learning (PBL) to be implemented across the school through the establishment of a PBL School team
- PLP and IEP process to be evaluated and improved
- Establishment of an intervention teacher to support students working at Tier 2 as identified through Powerful Learning Accountable Teaching (PLAT) data
- Student, staff and community Tell Them From Me data collected to determine future improvement areas

Strategic Direction 2

Promote Quality Teaching Learning and delivery of high quality instruction.

Purpose

To improve student learning outcomes through teaching and assessment practice based on Powerful Learning Accountable Teaching (PLAT) and develop literate and numerate students who can experience success as life-long learners.

Overall summary of progress

Powerful Learning Accountable Teaching (PLAT) Writing and Mathematics was implemented across the school to ensure students are achieving all required benchmarks

Staff trained in the collection of data ensuring Consistent Teacher Judgement

Focus on Reading used across classrooms to improve the level of reading comprehension

First year of L3 training

NAPLAN data analysis to determine target areas for intervention

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students tracked using Literacy and Numeracy PLAT data with the majority showing expected growth per semester relevant to expected time.	PLAT data tracking and analysis occurred throughout the school	
Increased numbers of student growth in NAPLAN by greater than 50% between Years 3, 5, 7 as measured by three year Trend Data average for reading, writing and numeracy.	Targeted intervention for students identified at risk of not meeting this target	
Sustained percentage of Kinder, Yr 1 and Yr 2 students achieving L3 and L3S1 reading targets of approximately 85%.	L3 has been discontinued due to lack of staff support	
All staff complete observation of another staff member and 1 lesson as an observer.	First round of lesson observations completed across the school	

Next Steps

Focus on Reading – Super Six reading comprehension strategies to be incorporated across the school. Staff Professional Development around the Super Six strategies to ensure all classroom teachers have an extensive knowledge of each area.

Staff Observations to continue and the process be refined to ensure maximum benefit and improvement

Staff development around Explicit Direct Instruction to improve reading, writing and Mathematics skills across the school

Strategic Direction 3

Foster the development of sustainable, innovative and collegial practices across the Western Shores Learning

Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

WSLA Aboriginal Education team has been formed working together with the AECG.

Education Week celebrations included a static display of student work in Morisset Square and an awards ceremony to recognise the work of students, staff and school community members. An inaugural Show case evening was held at Morisset HS.

Combined professional learning meetings were held to meet the needs of staff and to introduce PBL to all schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All WSLA schools have a representative on the Aboriginal Education Team• All WSLA Aboriginal students have a PLP on MGoals• To increase the level of achievement on the Middle Years (5–9) Transition matrix in Wellbeing Focus from 1 to 5.	<ul style="list-style-type: none">• All WSLA schools have a representative on the Aboriginal Education Team• All 7 schools have representatives on the Aboriginal Education team working along side AECG reps. The team has met each term, including two full days of professional learning on Aboriginal Education• 100% of year 6 and 7 students in all WSLA primary schools have their PLPs on MGoals• The WSLA schools are currently working within Level 4 for Pedagogy which is an increase from Level 3 in 2015 (Level 1 in 2013). Stage 3 & 4 teachers collaborated to develop and implement a unit of work for writing developing student skills in constructing an effective paragraph using the TXXXC scaffold taught in Stage 4 at Morisset HS. Differentiated and personalised learning is evident across all WSLA schools. During 2016 we have consolidated practices within Level 4 of Wellbeing. One initiative was executive from all schools worked collaboratively on a wellbeing initiative aimed at using the new wellbeing policy to identify areas for improvement.	

Next Steps

- Increase WSLA parent's awareness and consultation.
- WSLA Aboriginal Education Team to implement programs across the school in three focus areas of transition, culture and professional learning.
- Investigate combining the Education Week awards assembly and the Showcase evening with performances from all the WSLA schools
- Expand our combined WSLA professional learning to include SASS and Support staff.
- Introduce PBL across all WSLA schools with 3 common expectations.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	100% of students operating at expected zone of achievement or above.	• Low level adjustment for disability (\$7 653.00)
Socio-economic background	Increased knowledge and confidence in comprehension, summarising and questioning, increased levels of knowing and generating with ability to clarify, predict, explain and elaborate.	\$24,426
Support for beginning teachers	Teacher supported and meeting all indicators for accreditation process.	
Aboriginal background loading	Teachers, students and parents involved in evaluation of learning and cultural goals.	Students created their own story book. \$13,365 – total funding allocation • Aboriginal background loading (\$0.00)
Bump It Up	Staff involved in targeted Professional Development to ensure growth is achieved in the middle bands across NAPLAN	Maths Boxes – \$2700 Targeting Maths Lab app for I pads – \$20

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	50	53	53	49
Girls	54	38	37	48

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	96.1	96.2	92.4
1	96.1	97.1	95.1	94.2
2	94.6	94.8	96.6	93.8
3	94.3	95.1	94.3	93.6
4	93.7	94.8	94.5	92.9
5	90.2	91.8	93.6	95.2
6	95.4	94.7	93.1	95.3
All Years	94	94.8	94.8	93.8
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

Student attendance is regularly tracked across the school to ensure Wangi Wangi Public school remains as close to the state average as possible. Parents are contacted in regards to all unjustified absences and strategies put into place to support students back to school. In some circumstances the Home School Liaison Officer (HSLO) is utilised to provide both the school and parents with strategies to get children attending school on a regular basis.

Class sizes

Class	Total
KINDER	20
1/2	23
3/4	27
5/6	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

*Full Time Equivalent

During 2016, Wangi Wangi Public School had Aboriginal volunteers present Aboriginal Education programs in the school. In 2017, the school is looking to employ an Aboriginal SLSO to run cultural programs in the school and allow all students an opportunity to learn about the history and culture of Aboriginal Australia. This SLSO will also work closely with the 19% Aboriginal enrolment at the school to improve their academic results and set purposeful goals using the new Mgoals program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

During 2016 Staff professional development centred around improving student wellbeing and Literacy and Numeracy outcomes across the school. Staff undertook training in the program Kids Matter to develop a better understanding of how to

support students and make a positive difference in their lives. The staff also undertook initial information sessions around Positive Behaviour For Learning to ensure a positive school environment is continually maintained.

Staff worked with the Powerful Learning Accountable Teaching initiative to ensure students are meeting all stage appropriate benchmarks. Professional Development involved Consistent Teacher Judgement of PLAT data and how to use a range of assessment techniques to attain accurate results. As an identified Bump It Up school, staff also undertook Professional Learning around the identification of students requiring additional support to ensure expected growth is achieved.

Professional Development Plans provided another key area for professional learning sessions where staff identified personal areas for growth. These staff goals were linked to the school plan and professional development cycle.

Wangi Wangi Public School had one beginning teacher in 2016 who is working towards achieving accreditation. This teacher worked closely with a mentor teacher to achieve proficient teacher status.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	90 958.00
Global funds	51 673.00
Tied funds	63 517.00
School & community sources	14 997.00
Interest	1 650.00
Trust receipts	4 621.00
Canteen	0.00
Total income	227 416.00
Expenditure	
Teaching & learning	
Key learning areas	4 601.00
Excursions	5 963.00
Extracurricular dissections	2 211.00
Library	899.00
Training & development	2 656.00
Tied funds	55 600.00
Short term relief	5 958.00
Administration & office	130 046.00
School-operated canteen	0.00
Utilities	5 615.00
Maintenance	9 167.00
Trust accounts	4 700.00
Capital programs	0.00
Total expenditure	227 416.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	223 630.32
(2a) Appropriation	190 625.46
(2b) Sale of Goods and Services	30.00
(2c) Grants and Contributions	32 525.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	449.14
Expenses	-180 614.59
Recurrent Expenses	-180 614.59
(3a) Employee Related	-102 199.70
(3b) Operating Expenses	-78 414.89
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	43 015.73
Balance Carried Forward	43 015.73

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	702 659.99
Base Per Capita	4 822.88
Base Location	0.00
Other Base	697 837.11
Equity Total	76 401.72
Equity Aboriginal	14 316.15
Equity Socio economic	34 812.07
Equity Language	684.33
Equity Disability	26 589.18
Targeted Total	8 860.01
Other Total	4 931.63
Grand Total	792 853.34

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.

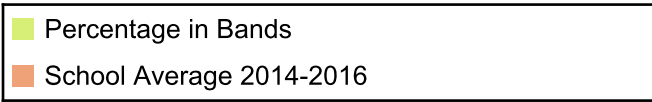
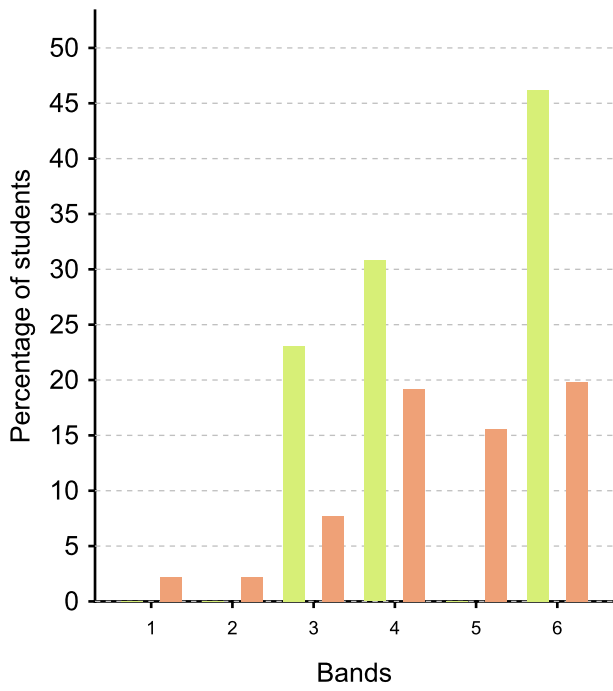
School performance

NAPLAN

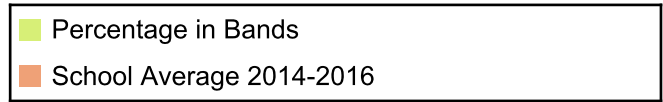
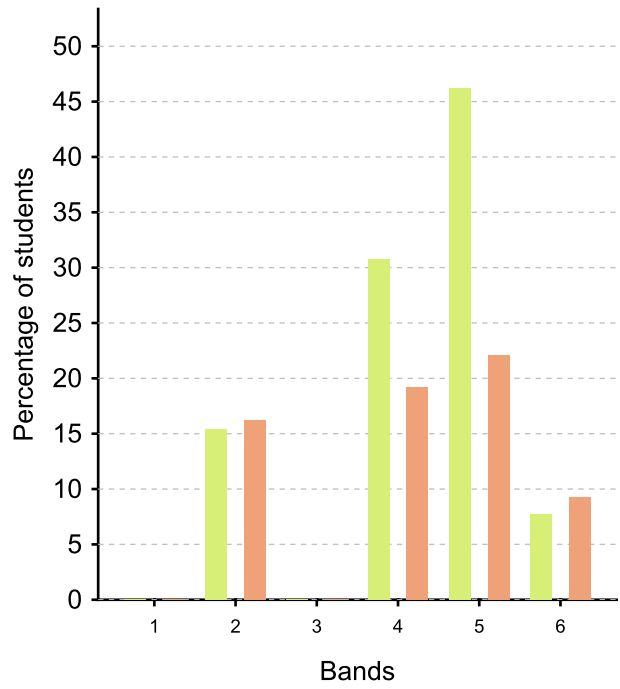
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In NAPLAN assessment Wangi Wangi Public School achieved results with a significant percentage of Year 3 students achieving in Bands 5 & 6. In Writing and Grammar and Punctuation most students achieved in the top 2 bands. Year 5 results ranged from bands 4 to bands 8 with Reading and Grammar and Punctuation results being the most outstanding across the 4 areas.

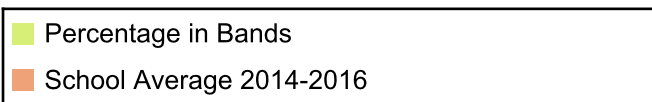
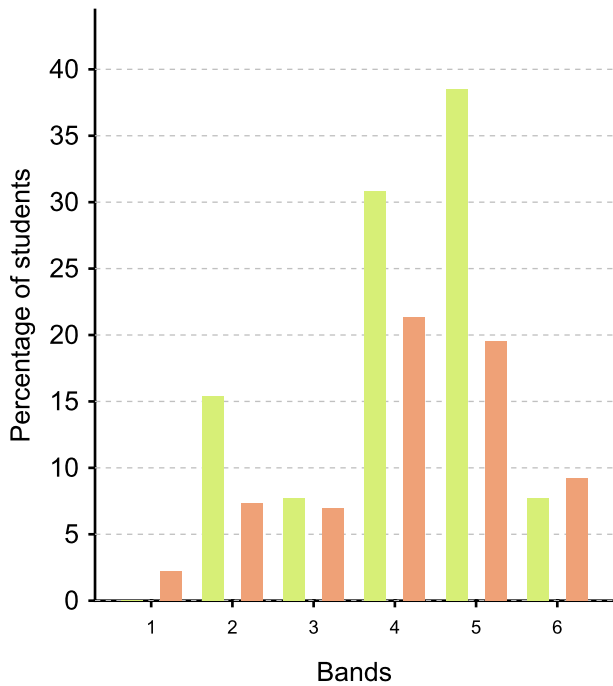
Percentage in bands:
Year 3 Grammar & Punctuation



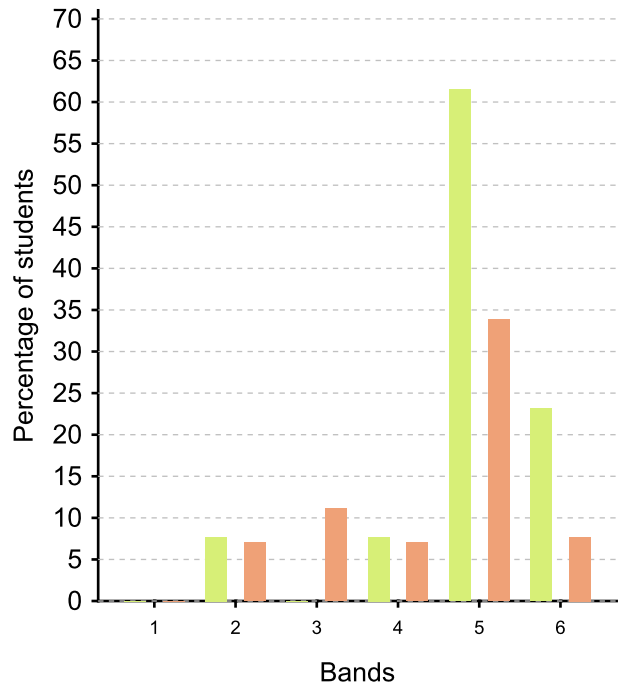
Percentage in bands:
Year 3 Spelling



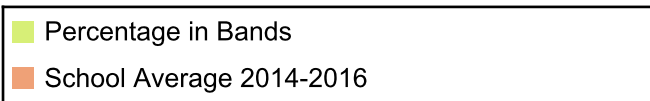
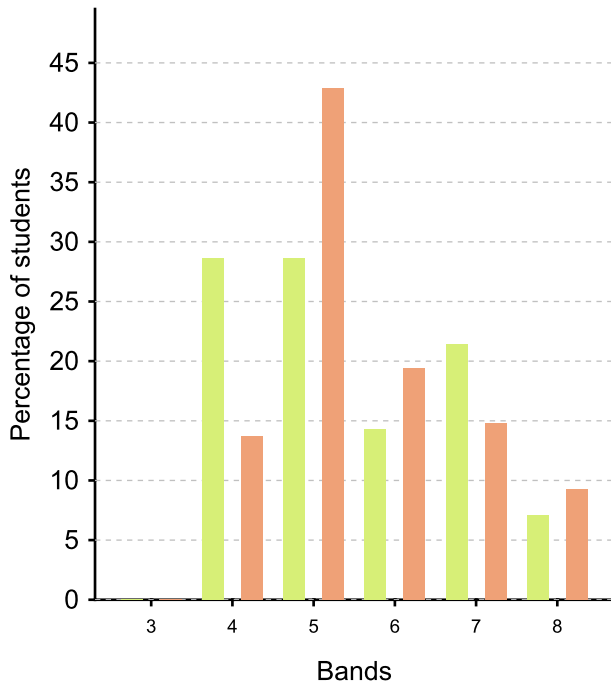
Percentage in bands:
Year 3 Reading



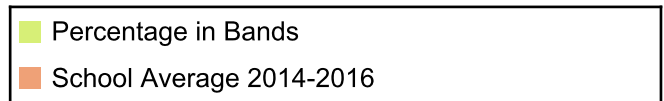
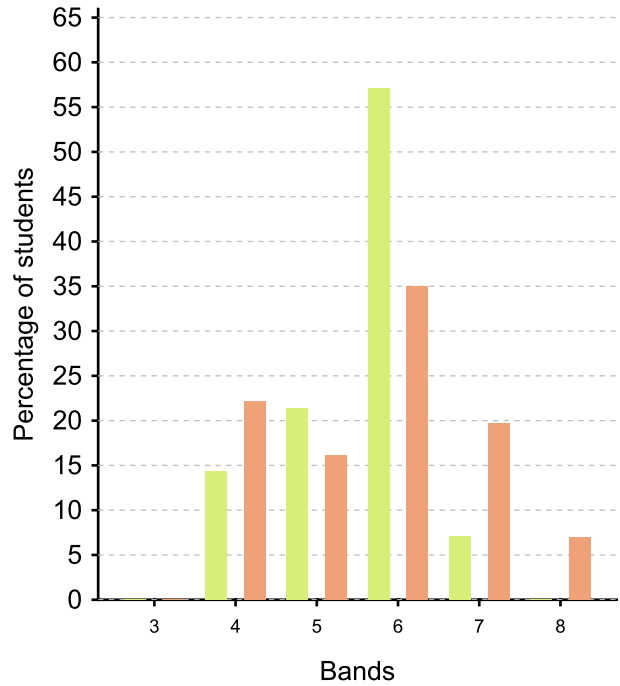
Percentage in bands:
Year 3 Writing



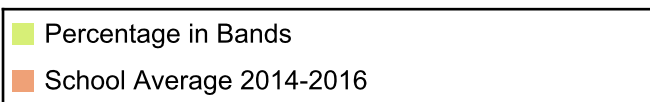
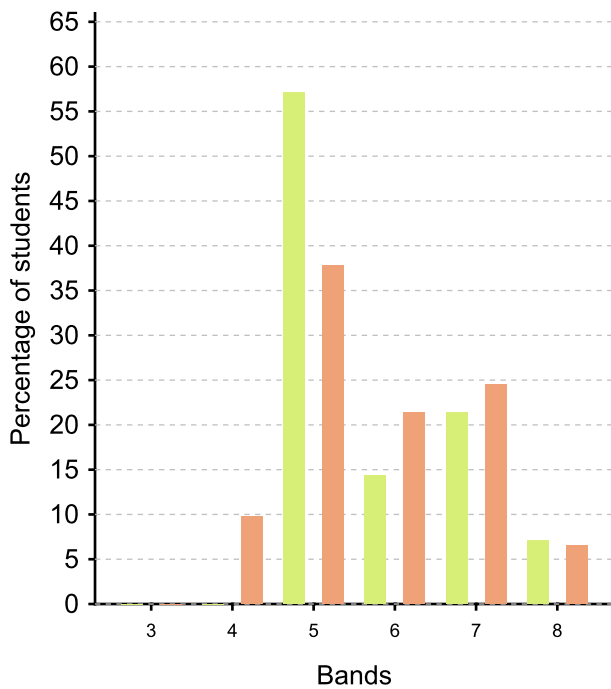
Percentage in bands:
Year 5 Reading



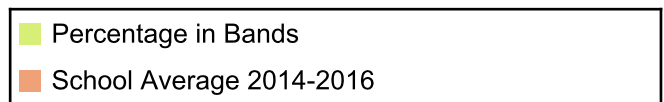
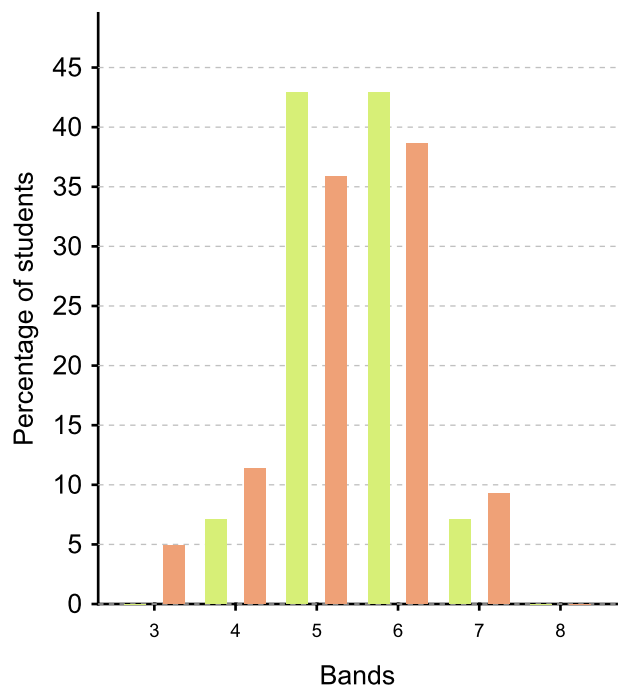
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

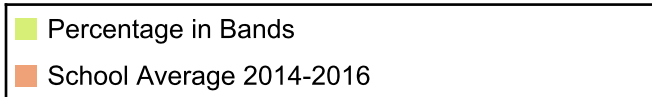
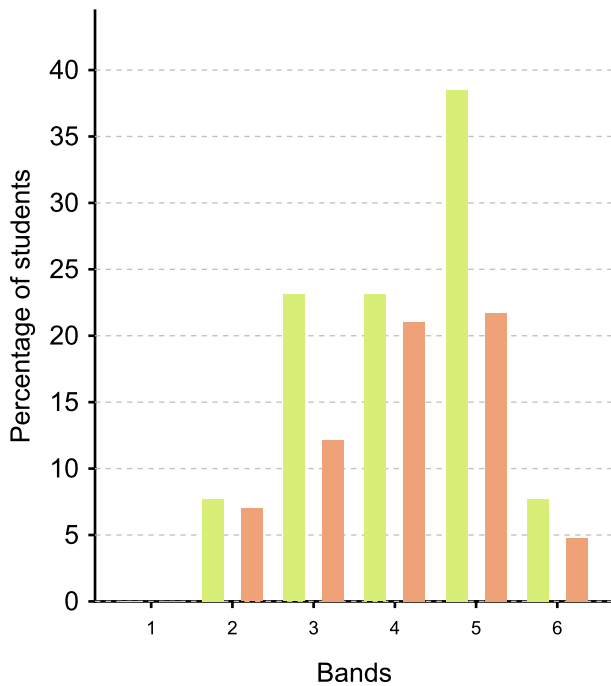


Percentage in bands:
Year 5 Writing

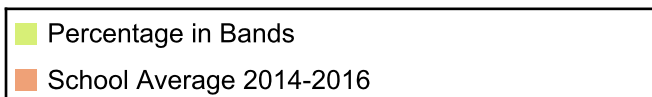
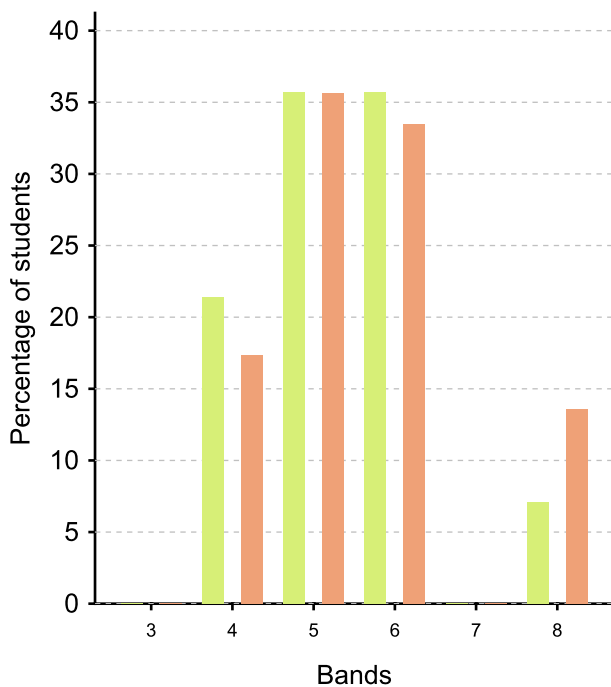


Numeracy NAPLAN data across Year 3 represents a proportional distribution of students achievement with the majority achieving in bands 4 and 5. The Year 5 results were more steady with most students achieving in bands 5 and 6 and some exceptional achievement recognised in band 8.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



about history, culture and contemporary issues. In 2016, we continued to build on the established links we have with our local indigenous families through our inclusive three-way PLP partnership (Personalised Learning Plan) process. Families and teachers met to complete the “placemat” which encompassed outcomes for learning, culture and personal aspirations. Stage 3 students had their goals and aspirations uploaded to MGoals to aid in the transition to high school. As part of our Reconciliation Week activities, aboriginal students attended a full day of activities at our feeder high school – Morisset High. During Naidoc Week celebrations, all students rotated through a variety of art, craft, literature and movement activities related to Aboriginal culture. Aboriginal students were given the opportunity to celebrate their cultural heritage by sharing their stories through art and literature. Each child was presented with a published book containing all the student’s work which they then took home to share with their family.

Multicultural and anti-racism education

Children and staff at Wangi Wangi Public School celebrated Harmony Day in 2016 by wearing something orange to show our support for cultural diversity and an inclusive Australia. The key theme “Our Diversity is our Strength” was promoted in classrooms throughout the school with children engaging in activities to develop this concept. To coincide with the Olympics, the school held their own mini Olympic event. The children formed teams from countries all over the world and dressed in their national colours to participate in creative activities designed to mimic the events athletes were competing in overseas. Early Stage 1 and Stage 1 children were fortunate enough to participate in a weekly cultural experience which enabled them to make connections with the Maori language. This experience was made possible by a Wangi Wangi Public School parent who volunteered her time each week to immerse the children in her culture through stories and song. The culmination of this was a performance by the children of some Maori songs at our presentation day ceremony. Stage 1 children were further immersed in the Samoan culture when we had the opportunity to have a practicum teacher who was Samoan. Wangi Wangi Public School has a staff member who has been trained as an Anti-Racism Contact Officer (ARCO) and is the designated point of contact for students.

Policy requirements

Aboriginal education

Wangi Wangi Public School implements programs that support our Aboriginal students and inform all students