

Wellington Public School

Annual Report



2016



3420

Introduction

The Annual Report for **2016** is provided to the community of **Wellington P.S.** 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 and Aboriginal funding.

Denis N. Anderson

Principal

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Message from the Principal

Principal's Message – Denis N Anderson

2016 was another busy year where our achievements were many. We sustained and continued to grow our full complement of programs and strategies.

Positive Behaviour for Learning (PBL) continues to underpin everything we do where our core business is to develop in our students a full understanding of what it means to be safe, respectful learners. Planned, explicit teaching happens in classrooms across the school each week to teach students to know what these things look like in different contexts and locations. Professional learning opportunities supported our committee members to stay on top of change following significant changes within the Department. PBL is very visible everywhere in our school.

We have been in the middle year of our 3 Year cyclic planning and our strategic directions remain as Quality Care, Quality Relationships and Quality Curriculum. The first two of these focus areas were chosen because of the broad nature of our school community where a wide range of backgrounds make it a challenging environment to meet the needs of all of our students. Of course our main business always focuses on our students and our aim to deliver an education that will meet their developmental needs and prepare them for the uncertainty of a changing world and life ahead.

The Stephanie Alexander Kitchen Garden program, Drumbeat, Reading Recovery, and Spelling Mastery have all been proven, to fit in really well with PBL, and data supports their continuance for both the academic and social gains being made.

Wellbeing of students has become a new focus across the department so we have commenced a new program called 'Live Life Well' to assist combat the widespread obesity problem and to assist as a forerunner to the introduction of an updated healthy eating and canteen strategy. Three of our staff have commenced training to lead this.

Our two Learning and Support teachers completed three day's training in a program that has been working in Bourke successfully for seven years. This is with a view to establish and support the introduction of a Fillial play-based therapy room in an effort to support some of our students with high behaviour needs who attend our school. In 2017 it is hoped that we can organise the introduction of this strategy to all staff through a professional learning experience.

Our Learning Support Team meets every week to discuss how to best help students of concern. The operational systems within this committee have been reviewed this year and changes are beginning to happen to improve efficiency.

Student attendance continues to be a concern with our average attendance dipping below 89% at times. It is unfortunate that this is an average where a minority of children with very poor attendance has the tendency to reduce this average to

an unsatisfactory level. We would like our attendance rate to reach at least 91% where 85% is the minimum standard expected of any student. This year we employed an attendance officer to work with our Deputy Principal to monitor student attendance and work with offending families and the Home/School Liaison team.

Our Preschool, for the first time, offered two programs each week. Enrolments for these two sessions were made up of part-time and full time enrolments. This setting also went through an external Assessment and Rating review and we were very pleased with the outcome of meeting all standards. Congratulations to all of the preschool staff who were heavily involved.

Thanks too, to all those who were involved in profiling our position on the School Excellence Framework. Within this framework there are three domains and fourteen elements. Every year, from now on, we will be able to see how we are going in achieving our endeavours to attain 'exceeding' in all areas. This is an excellent tool to help schools plan for future growth and development.

Early Action for Success (EAfS) is now in its fourth year and we have been advised that we are likely to be able to sustain this for yet another four years. We certainly hope so because EAfS has been so successful. So far it has seen the employment of our Deputy Principal position of the Instructional Leader who has worked with K–2 staff to achieve best practice particularly in Literacy and Numeracy. We have given ownership of learning to students with them having and hopefully knowing their learning intentions to know what they are yet to master before moving on in their learning journey. Meanwhile teachers have learnt how to apply consistent judgement to profile development and movement of their students along the learning continua. Regular data collections are used for planning and programming future directions and the making of program adjustments for individual learning. This year too, we have had an Assistant Principal working 2 days a week K–2 and 3 days a week to follow students into Year 3 to ensure a continuance of the philosophy and practices within the EAfS strategy into the primary school. This will hopefully be possible in future years as well. EAfS has produced some amazing growth data and we can attribute this to professional learning and shared practice of our teachers and the changes of programs and methodology. All teachers in the K–2 classrooms have implemented the L3 program – Language, Learning and Literacy.

This is now the second year for our Aboriginal committee and it continues to operate very actively. Their collective brief is to provide support for the Stronger Smarter philosophy for Aboriginal students (totalling 50% of our school enrolment) to learn about their culture and be proud of their heritage – to believe in themselves and become the best they can be. This of course applies to all children and in our school there is to be no bias for one culture over that of others'. The 'community nest' is one of the most recent achievements of this committee and the continued work on the Yarning Circle which we hope will be official opened in 2017. Action planning guarantees the continuance of future directions. Thanks to the Dubbo Language Nest, and the provision of tutors we now have Wiradjuri language/culture lessons across the school every week.

Our School Counsellor Allocation has been increased to 0.85 (4 ½ day per week) and we should see this position filled by 2017).

Wellington High School has secured a partnership with the world famous soccer team Real Madrid. We have been invited to join the high School and we too, now have squad of children training hard every week to be part of this program thanks to the dedication of one of our teachers.

We have a strong bond with the hearing bus team and audiology support is terrific for students with hearing deficits. Speech problems and mobility/muscular and movement problems are assisted through the employment of speech and occupational therapists.

Recently we purchased 'Sentral' a computerised system designed for student and administration purposes. This is available to all classrooms and the first feature to be used has been in the daily marking of class attendance rolls.

Smaller excursions and participation in sporting events have been enabled with having our own bus which is able to offer a much-reduced cost of student travel.

These are but a few of the busy things that continue for our students. All are delivered by caring and supportive teachers and support staff. Our class structure is organised into stages, each bonded together by their supervisors, our Assistant Principals and the executive team in total. Most of the year has seen the employment of around 90 people – some permanent, many held on temporary engagement but all doing a fabulous job and always ready with succession planning for the future. My gratitude and appreciation is extended to all.

We are also very appreciative of our hard-working Parents and Citizens Association. Although relatively few in number they are supported by many others who come to help when the call is raised. The support given to our school is received with thanks and the financial contributions benefit our students in classrooms through the provision of much-needed resources.

This new report comes to you via new technology and will look different to previous years. Please look at it carefully and appreciate that there is a lot behind bringing the best education we can for your/our children.

School background

School vision statement

We believe in the strength of a shared vision where education is the key to ensuring all students become active, informed citizens.

We strive to harness and broaden community collaboration to expand opportunities that will provide rich and diverse educational experiences that will enable every student to achieve personal excellence.

School context

Wellington Public School has an enrolment of 533 students with 50% identifying as indigenous. The school caters for a diverse range of students in a low socio-economic community. There are 28 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

Through 'Early Action for Success' the school has an Instructional Leader and interventionist teachers to provide tailored interventions in Literacy and Numeracy P–2, improved curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

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 achievement and the next steps to be pursued.

This year, our school undertook self-assessment using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. All teachers were asked to profile where they thought Wellington Public School sat across each of the domains. This whole of staff reflection meant that we were focusing on where we were at that time and what we needed to do to move forward.

The School's on-balance judgement was "Delivering" for the elements of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting, Student Performance Measures, Leadership, School Planning, Use of School Resources, Management Practices and Processes.

The School's on-balance judgement for the elements of classroom practice, data skills, collaborative practice, learning and development and professional standards was "Sustaining and Growing".

Through the strategic planning process our school is working towards achieving positive wellbeing outcomes for our children through Quality Care; positive parent and community partnerships through Quality Relationships and higher academic achievement in the delivery of our third strategic area, Quality Curriculum.

Within the domains of learning and teaching we equip the students to become effective learners through many and varied programs which assist in developing resilient, confident young people who are considerate in their relationships with others and have the communication skills to engage with the challenges of tomorrow's world. Teachers have differentiated expectations of their students and adjustments are constantly reviewed and changed in their classroom programming. Students are beginning to have ownership of their learning with a knowledge of their own learning intentions. Progress data is collected and evaluated regularly. Continuums of learning provide markers to show the development of individual student growth and provide teachers with a clear direction to take students to higher levels.

In the domain of Leading, our parents and community have many opportunities to engage in a variety of school-related activities. Our school's leadership strategy promotes succession planning and distributive leadership, guaranteeing a

continuance of the things we already do well. Our leadership team and the stage structure we maintain, contribute to the further growth and capabilities of all staff where we continue to develop a dynamic learning culture.

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

Quality Care

Purpose

To identify the social, emotional, cognitive and spiritual needs of children and cater for these needs, ensuring students are prepared for optimal learning in a safe and caring environment. Tiered interventions are utilised to ensure students are effectively supported at their point of need.

Overall summary of progress

To ensure all our children come to school able to access a full curriculum to achieve their learning goals, it is necessary to work closely with families and local community agencies. If children do not attend school, they cannot learn. A focus for 2016 has been to improve the attendance of all children. This has involved a review of our Attendance Procedures in line with the Department of Education's Attendance Policy. All staff are aware of the importance of contacting families if children are away and to offer support when needed. The employment of an Attendance Officer has enabled the school to work more closely with those families requiring extra support. This support has included home visits and linking families with local agencies. Our Learning and Support Team has focused on targeting students who are most in need and ensuring support is provided to them and their teachers in a timely manner.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decrease in students falling below 85% attendance.	Attendance is currently at 89%. An Attendance Officer was employed to work with staff and families for those students whose attendance was below 85%. There was a particular focus on Kindergarten to Year 2. This position has enabled the school to assist families who require more intensive support and to link them to local community organizations such as Barnardos and Mission Australia. This has resulted in improved attendance for some targeted students.	Employment of Attendance Officer for 2016: \$35,7830
Implementation and development of case management of identified students.	<ul style="list-style-type: none">• In 2016 the Learning Support Team (LST) refined their referral process to ensure consistency and clear processes for teachers referring students for support. This has allowed the LST to target those students in most need. Teachers are provided with feedback and decisions regarding support. after the meeting.• In partnership with Uniting Care Burnside and support from the Network Specialist Centre Coordinator: Department of Education; the school employed a Family Referral Service case worker one day per week to assist in case management of students with complex needs. This has resulted in improved support to families enabling children to access learning.	Employment of FRS Case Worker 2016: \$16,000

Next Steps

- An increased focus on students whose attendance is between 75 and 85 percent.
- Ensure structures and supports are in place to support student welfare and engagement. .
- Continue to review the LST process to ensure equitable access to support for students in need.
- Provide all staff with written procedures regarding referral of students to the LST.

Strategic Direction 2

Quality Relationships

Purpose

To promote a sense of belonging where the whole school community are welcomed and valued which will further support and endorse quality teaching and learning. We recognise the importance of parents, families and support agencies as integral members of the school community and partners in student learning.

Overall summary of progress

Our school continues to encourage strong partnerships with our school community to ensure students have positive learning outcomes. Our Community Nest is increasingly used by teachers to meet with families. Organisations such as Barnardos and Mission Australia also use this facility to support families with training and other services.

The Yarning Circle has been completed and will be officially opened early in 2017. As a follow on from Stronger Smarter training many classes have been implementing Circle Time in the classroom. Circle time encourages respectful interactions and builds trust. Our Yarning Circle will provide a special place for circle time to continue as well as support the sharing of knowledge of our local Aboriginal Elders.

We continue to build connections with agencies such as Barnardos, Family Referral Service (FRS) and Mission Australia to support families in need. A case worker from FRS works in our school one day per week to support us to cater for the many diverse needs of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Initial collection of data that will be the basis for short term targets and long term goals	Baseline data collected for community participation in school events.	Nil
Replace anecdotal and subjective data with formative and summative (qualitative and quantitative) data	The yarning circle has been built and established. Community room established and being used by school and community groups.	\$7,589.73 \$16,000.00

Next Steps

- Provide "Volunteers in Classroom" course to empower parents and other school community members to support children's learning.
- Continue to collect data regarding parent / carer participation in school events and in classrooms to inform decision making.
- Formalize a case management process to support students with specific learning and social needs.
- Develop a Learning Support Team document to assist class teachers to access appropriate support including referral to outside agencies.

Strategic Direction 3

Quality Curriculum

Purpose

To provide all students with meaningful learning experiences that are accessible, engaging and challenging by providing the tools for students to make connections, grow in confidence and become successful learners. Students are tracked against the Literacy and Numeracy Continuums and teaching is informed by data collected about student learning.

Overall summary of progress

Early Action for Success continued to be funded and a team consisting of an Instructional Leader and Interventionist worked across P–2 to strengthen Literacy and Numeracy teaching and student outcomes. A teacher mentor position was established to work with Stage 2 teachers, extending the Literacy and Numeracy teaching practices reinforced by EAfS across K–2.

Teachers are using data from observations and a variety of assessment tasks to plot students' progress on PLAN. Across K–3 data is collated and used to inform teaching programs. The Teacher Mentor in conjunction with the EAfS team have worked with teachers to strengthen consistency of teacher judgement and their recognition of continuum markers, striving for accuracy of student data. Teachers have worked collaboratively to review student data and use this knowledge to plan and prepare effective teaching and learning programs using the new English and Mathematics Syllabi incorporating Aboriginal Pedagogies.

Exec Staff met with teaching staff to support PDPs allowing professional learning to be tailored for individual teachers' needs. Much of the professional development was able to be carried out in-school. These meetings have assisted teachers to clarify their learning needs and teaching goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of classes have implemented student involvement in the reporting process	Was removed from the school plan in 2015.	
Maintain positive growth in all NAPLAN trend data graphs	We haven't been able to maintain positive growth, however, school performance is always above "Like Schools" in all areas..	
10% less Aboriginal students in the two lowest bands in Years 3 and 5	<p>From 2015–2016</p> <p>Year 3</p> <p>Reading: Band 1– 8% less, Band 2– 8% less</p> <p>Writing: Band 1– 3% less, Band 2– 15% less</p> <p>Spelling: Band 1– 20% less, Band 2– 7% more</p> <p>Grammar & Punctuation: Band 1– 12% less, Band 2– 3% less</p> <p>Numeracy: Band 1 25% less, Band 2– 4% more</p> <p>Year 5</p> <p>Reading: Band 3– 2% more, Band 4– 8% less</p> <p>Writing: Band 3– 45% less, Band 4– 6% more</p> <p>Spelling: Band 3– 3% less, Band 4– 30% less</p>	<p>NORTA NORTA</p> <p>\$28,683</p> <p>Spelling Mastery–\$9000</p> <p>Smaller Classes (Above Establishment)</p> <p>2 teacher positions.</p> <p>\$163,820</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% less Aboriginal students in the two lowest bands in Years 3 and 5	Grammar & Punctuation: Band 3– 30% less, Band 4– 22% less Numeracy: Band 3– 19% less, Band 4– 7% less	
Increase the proportion of NSW students in the top two NAPLAN bands by 8% (bump it up strategy)	School not included in the "Bump It Up" strategy	
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for Reading and Numeracy by 30% by 2019	Year 3 14% of Aboriginal students in 2016 are performing in the top two bands in Reading 11% of Aboriginal students in 2016 are performing in the top two bands in numeracy. Year 5 14% of Aboriginal students in 2016 are performing in the top two bands in reading. 3% of Aboriginal students in 2016 are performing in the top two bands in numeracy.	\$16,818

Next Steps

PLAN data on student progress to be accurately collected K–6 and used effectively to create differentiated teaching/ learning programs for students.

To effectively support students and their teachers at the transition into the next school year, to maintain continuity and minimise the loss of traction in student learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have personal Learning Plans to support their learning. These are shared and developed with parents where they are willing to be involved and share in the review of progress being made.</p> <p>Cultural significance and pride in their Aboriginal heritage is promoted in many experiences. Our Aboriginal committee develop initiatives to allow for new learning experiences, both in classrooms and school-wide initiatives and celebrations. Students in risk of not achieving in Years 3 and 6 have been identified in NAPLAN results and have been supported. The Norta Norta Program has allowed for individual and small group support with a focus on literacy and numeracy. Wall murals, our community nest and the development of our yarning circle have made significant headway this year. Our Aboriginal committee continue to oversee planning to keep an Aboriginal focus in planned activities. Wiradjuri language lessons this year have been ramped up now we have a strong partnership with the Language Nest operating from the Dubbo TAFE. all classes are moving towards weekly lessons. The employment of additional School Learning and Support Officers enhances the possibilities for improvement in student learning.</p>	<p>Targeted Norta Norta Funding \$28,683</p> <p>Total Aboriginal Background Loading \$418,569</p>
English language proficiency	<p>A teacher was employed one day per week to support classroom teachers to cater for the specific learning needs of two students. Particular support was provided to assist the students in meeting the literacy demands of English in a variety of situations.</p>	\$3673.66
Low level adjustment for disability	<p>Individual students who are identified by staff as requiring additional support have a detailed Learning Support Plan prepared for them in collaboration with parents, outside agencies and school staff. Adjustments that allow the child to access curriculum on the same basis as all other students are put in place across all settings and regularly monitored and updated as a child's needs change.</p> <p>Students who need more extensive support are referred to our Learning Support Team where their needs are considered and strategies developed to provide both the student and their teacher with what they need to move each individual toward their next goal. Support provided by WPS may include modified learning expectations or tasks, observations and classroom support by specialist staff and school programs aimed at providing intensive targeted support. Some of these school programs include:</p> <p>Spelling Mastery – implemented across all classes Year 1 – Year</p>	<p>Spelling Mastery: \$10,956.33</p> <p>Speech Therapy: \$14,520</p> <p>Filial Play Therapy: \$5000</p> <p>Corrective Reading: \$3000</p>

Low level adjustment for disability	<p>6. Corrective Reading _ Targeting Stage 2 and 3 students at their assessed level. DrumBeat – supporting social and emotional development. Filial Play Therapy – Helping individual children to regulate their behaviour. Speech Therapy – Working with children after assessment to develop communication skills. Hear Our Heart Earbus Project – monitoring the ear health and hearing of children at our school. Attendance Program – Monitored and targeted students</p>	<p>Spelling Mastery: \$10,956.33</p> <p>Speech Therapy: \$14,520</p> <p>Filial Play Therapy: \$5000</p> <p>Corrective Reading: \$3000</p>
Quality Teaching, Successful Students (QTSS)	<p>This came to us as a staffing allocation and it was used in a mentoring role by stage supervisors. This is aimed at further developing and sustaining collaborative practices. Professional development planning for all teachers replaces what was formally the Teacher Assessment and Review process.</p>	<p>0.385 staffing allocation from the beginning of Term 3.</p>
Socio–economic background	<p>School Learning Support Officers in every Kindergarten classroom providing support to classroom teachers to meet the learning needs of all students.</p>	<p>\$402,293</p>
Support for beginning teachers	<p>One beginning teacher in 2016. This support provided our teacher librarian with additional release time and support.</p>	<p>\$7,938.62</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	280	277	279	252
Girls	221	217	229	215

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.1	89.3	87.9	88.1
1	89.9	90.9	90	87.9
2	91.4	92.2	90.3	90.1
3	90.2	92	91.2	89.5
4	92.1	92.3	90.3	93.3
5	85.8	92.3	90.7	89.8
6	90	87.8	92.5	89.9
All Years	90	91	90.3	89.7
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

Class sizes

Class	Total
K GREEN	17
K BLUE	16
K RED	17
K PURPLE	17
1 U	20
1T	20
1L	18
1C/G	21
2G/R	21
2W	22
2H	23
3T/R	22
3K	18
3/4N	25
4E	25
4B	26
5/6S	21
5/6B	23
5M	23
5A	23
6T	19

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.1
Teacher of Reading Recovery	0.71
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	10.98
Other Positions	0.7

*Full Time Equivalent

We have had 90 individual staff employed this year consisting of executive staff, teachers, support staff and school administrative staff. The nature of our school community and our strategic planning inform us that we need to employ additional support staff (above our entitlement) to assist in program delivery and enhance the learning of our students. Because our Aboriginal population always approximating 50% of our student enrolment we employ many Aboriginal teachers and support personnel. We have grown further the number of School Learning Support officers to have as many of our 27 classes supported as possible and we have also employed an Aboriginal Attendance officer and a Community Engagement officer to work in our preschool for next year. Two Aboriginal Education Officers are employed full time as well as having two dedicated Aboriginal staff in the preschool. Two Aboriginal staff are employed through the Wiradjuri language nest in Dubbo to support our indigenous language program. We have a school counsellor allocation, two Learning and Support teacher positions who under their funding employ an assistant. We have also had an Instructional Leader working under the Early Action for Success (EAfS) initiative and this program funding also employed an additional two support people (a teacher and a support person). A school initiative has also seen the employment of supplementary EAfS person to replicate best practice in the transition of students into the primary years.

Cultural Awareness, 8 – Ways of Learning, Managing diabetes, Consistent judgement in Assessment, the Wellbeing Framework, the School Excellence Framework, Positive behaviour for Learning training at different levels (Reload & Coach training), Developing an understanding of Place Value, Writing in the middle years and Filial Training (play-based behaviour therapy).

Five teachers were accredited at the Proficient level through BOSTES this year. Congratulations to each of these teachers for the huge task of achieving this and amassing the knowledge and skills to join the teaching fraternity. Appreciation is extended to teaching colleagues and Executive staff who have mentored and guided these teachers by sharing their knowledge and experience.

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

Financial information

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

The Department of Education prescribes mandatory professional Learning around the extremely important matters that need to be revisited on an annual basis. Apart from the mandatory training teachers engage in professional learning that supports the effective achievement of the directions set in our school strategic planning. Teachers at times too, as well as support and administrative staff, need to develop professionally where they believe they need to grow further in their capabilities and take opportunities to engage in professional learning for their own individual need.

Our strategic planning always has a primary focus around literacy and numeracy. Language, Learning and Literacy (L3) has been the most singularly significant professional Learning undertaken this year with all K–2 teachers having received this training. Apart from this our staff engaged in such professional learning topics as these: Aboriginal

Income	\$
Balance brought forward	390 240.40
Global funds	337 611.27
Tied funds	1 364 182.42
School & community sources	76 035.60
Interest	9 619.49
Trust receipts	85 917.73
Canteen	0.00
Total income	2 263 606.91
Expenditure	
Teaching & learning	
Key learning areas	10 999.87
Excursions	64 081.37
Extracurricular dissections	48 137.98
Library	2 312.87
Training & development	0.00
Tied funds	1 433 054.76
Short term relief	122 180.49
Administration & office	88 447.30
School-operated canteen	0.00
Utilities	80 261.35
Maintenance	24 874.63
Trust accounts	107 223.21
Capital programs	0.00
Total expenditure	1 981 573.83
Balance carried forward	282 033.08

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

School-based assessment

Data End 2016

During 2016 the Wellington Public School Early Action for Success team has supported K–2 teachers and students to enhance literacy and numeracy learning. EAfS worked to improve outcomes for our students by delivering and organising tailored professional learning for staff, 1–1 mentoring sessions with teachers, small group and in class support for students and by facilitating professional discussions and planning opportunities.

EAfS promotes social play and conversation by providing creative play materials at recess times such as painting, dress–up, water play and craft etc. Support for the Barnardos homework centre continued in 2016 ensuring children attending have current homework and an appropriately levelled reader.

The actions of the EAfS team are impacting positively on student outcomes and most strongly through teacher understandings and pedagogies. Data collected is analysed and discussed and used to inform teaching. Teachers encourage students to drive their learning by using personal learning intentions and effective and frequent feedback. The professionalism and enthusiasm of the teaching staff is to be commended.

Literacy

All classes were taught by a teacher trained or currently training in L3, giving continuity in literacy delivery and tracking as well as shared understandings. EAfS has supported K–2 classroom teachers in their training and ongoing consolidation of L3 strategies by monitoring reading levels, professional development and discussions, resources, and ensuring guided reading was delivered to students when a teacher was away for more than a few days.

Building on the success of 2015 with our end of 2016 data showing growth in Reading, Comprehension and Writing across K–2 (excluding the writing data of the cohort of students moving from year 1 to year 2). This data involved tracking students on the Literacy Continuum and monitoring instructional reading levels every 5 weeks and was measured as percentage of students achieving year level expectations. This growth was not only evident in comparisons of a scholastic year level, but also when tracking cohorts from Kinder to Year1 and Year1 to Year2, for example;

at the end of 2015 61% of Year 1 students were on track in reading and by the end of Year2 (2016) 74% had reached year level expectations.

During 2016 EAfS continued to run the "Reading Roost" giving K–2 students opportunity to read to someone in the mornings before school. The Reading Roost is extremely appreciative of the time given by community members and older students.

Numeracy

Numeracy professional learning sessions have continued throughout 2016 for ES1 and St 1. These sessions have not only strengthened teachers' understandings of how children learn numeracy, but have ensured high quality effective teaching and learning experiences reflective of the new Mathematics Syllabus and Numeracy Continuum.

In 2016 K–2 data was collected and recorded on PLAN for the Numeracy aspects of Forward Counting, Backward Counting, Numeral Identification, Early Arithmetic Strategies, Counting in 10, 100 and Place Value. End of year 2016 results in Numeracy learning was equal to or above 2015 for Kindergarten and Year

1. There was growth in Year 2 numeracy results in Place Value and Early Arithmetic Strategies, however staff are aware that these areas require further attention. Counting and Numeral identification in Year 2 were not as strong as in 2015, however, our percentage of students achieving expected levels was higher than the collective percentage across EAFS schools in NSW.

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.

- Trend data across all areas except Writing (which cannot be compared), between 2012 and 2016 for Year 3 indicates a fluctuation, but an overall decline in scaled scores
- Trend data across all areas except Writing (which cannot be compared), between 2012 and 2016 for Year 5 indicates an overall increase in scaled scores

AboriginalStudents:

- Year 3 Reading – less in Bands 1 and 2 and more in Bands 4/5/6

Year 5

- Grammar and Punctuation, Numeracy, Spelling –trend data indicates we are above State and DoE Aboriginal students. Aboriginal students' mean scores were rated higher than state Aboriginal scores in every tested area (6/7) except reading where the performances were
- Spelling – Bands 3 and 4 2015 57.1%, 2016 24.3%– Bands 5, 6, 7, 8 2015 42.8 % 2016 75.6%

NonAboriginal students:

Year 3

- Spelling – zero students in Band 1

Year 5

- Spelling – 81.8% greater than or equal to expected growth compared to 60% of Aboriginal students

NonEnglish speaking background

Boys:

Year 3

- Numeracy – 44.8% in Bands 1 and 2 compared to 19.2% of girls
- Reading – Bands 5 and 6 2014 34.2%, 2015 28.9%, 2016 20.6%
- Reading – Bands 1 and 2 – 2014 31.6%, 2015 33.3%, 2016 44.8%

Year 5

- Reading – Bands 3 and 4 2015 47.8%, 2016

40.5%

- Spelling – Bands 3 and 4 2015 60.9%, 2016 22.2%
- Grammar and Punctuation – Bands 3 and 4 2015 65.2%, 2016 33.3%

Girls:

Year 3

- Numeracy – 44.8% in Bands 1 and 2 compared to 19.2% of girls
- Reading – Bands 5 and 6 2014 34.2%, 2015 28.9%, 2016 20.6%
- Reading – Bands 1 and 2 – 2014 31.6%, 2015 33.3%, 2016 44.8%

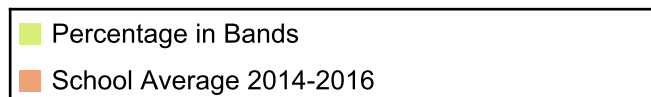
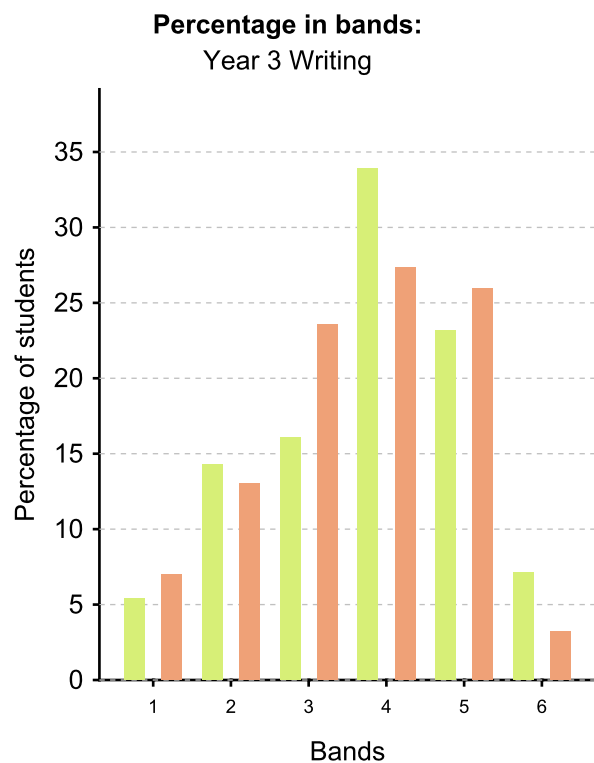
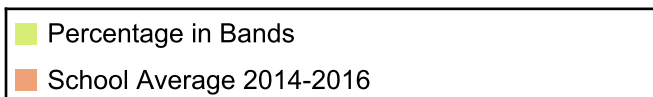
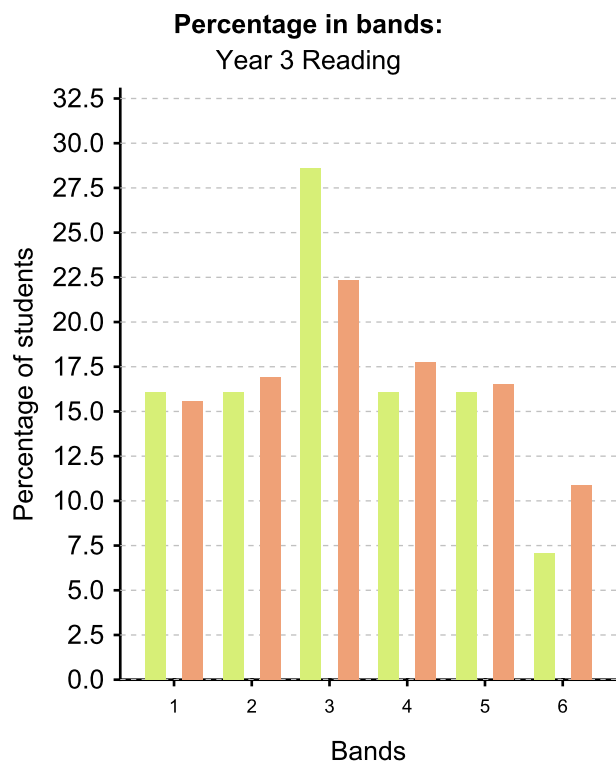
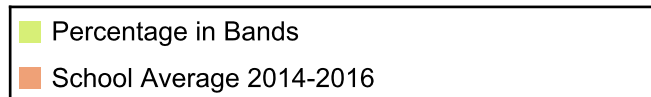
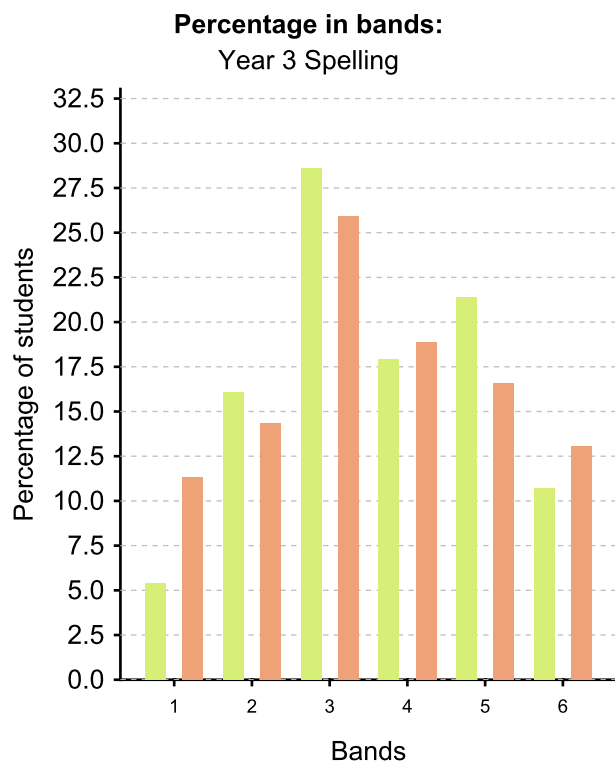
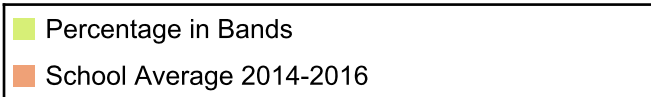
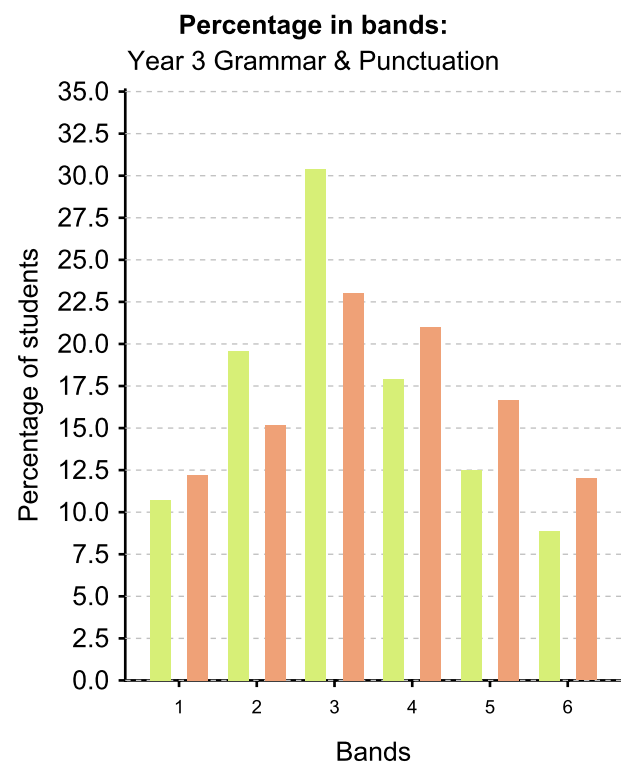
Year 5

- Reading – Bands 3 and 4 2015 47.8%, 2016 40.5%
- Spelling – Bands 3 and 4 2015 60.9%, 2016 22.2%
- Grammar and Punctuation – Bands 3 and 4 2015 65.2%, 2016 33.3%

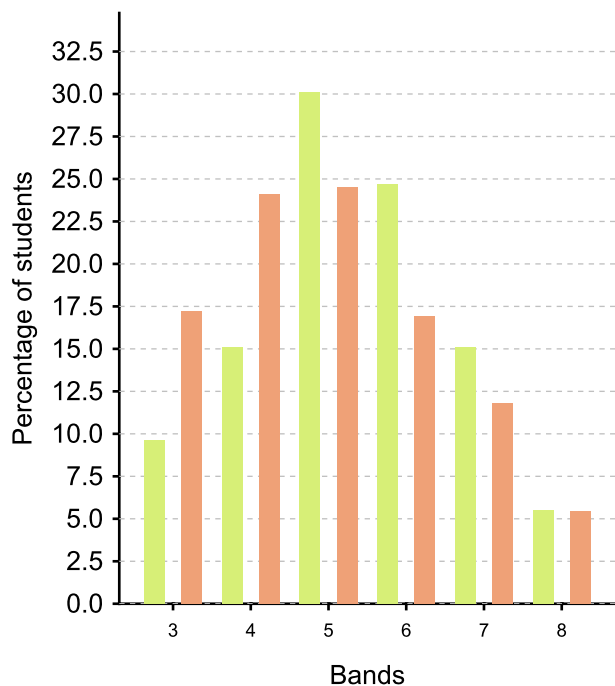
Year 5

- Spelling – 2015–2016 increased 15.4% in the top two bands
- Grammar and Punctuation – 2015–2016 increased 9.7% in the top two bands

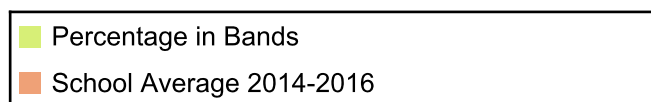
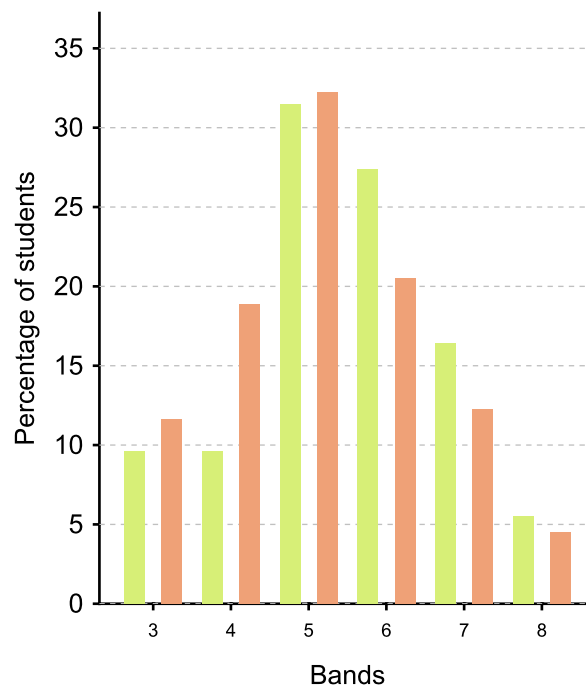
We have joined with the NAPLAN Academy and all stages are beginning to look at a series of training videos so that every teacher can maximise their understanding and worth of the data available to us so that we use the data to drive future directions right down to the analysis of the performance of individual students.



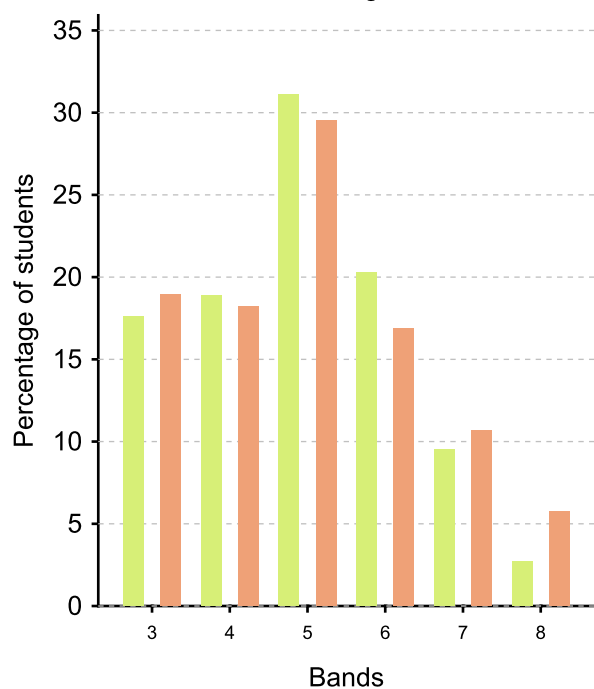
Percentage in bands:
Year 5 Grammar & Punctuation



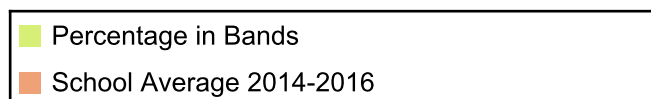
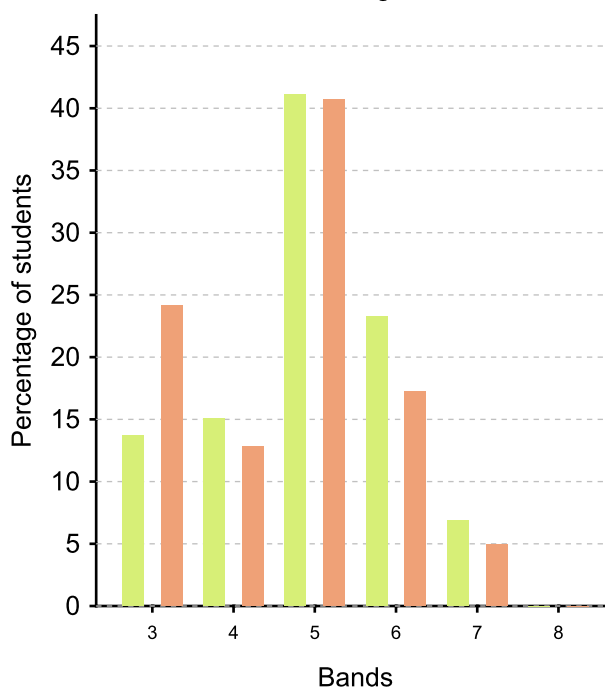
Percentage in bands:
Year 5 Spelling



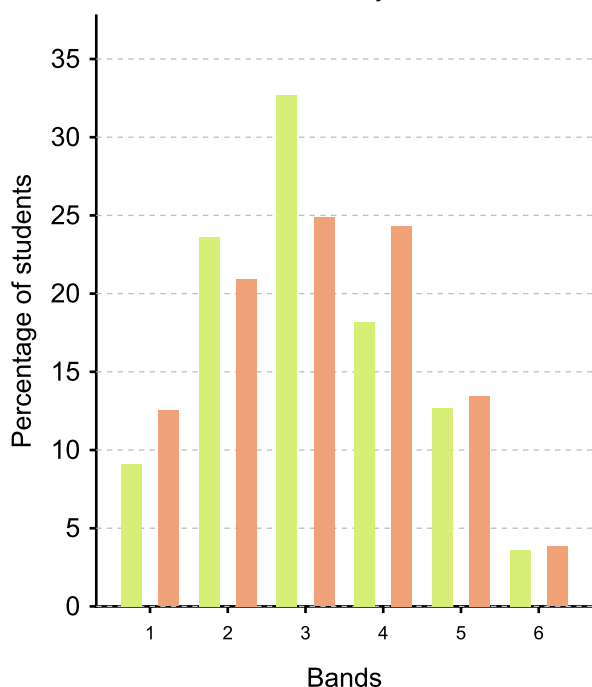
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

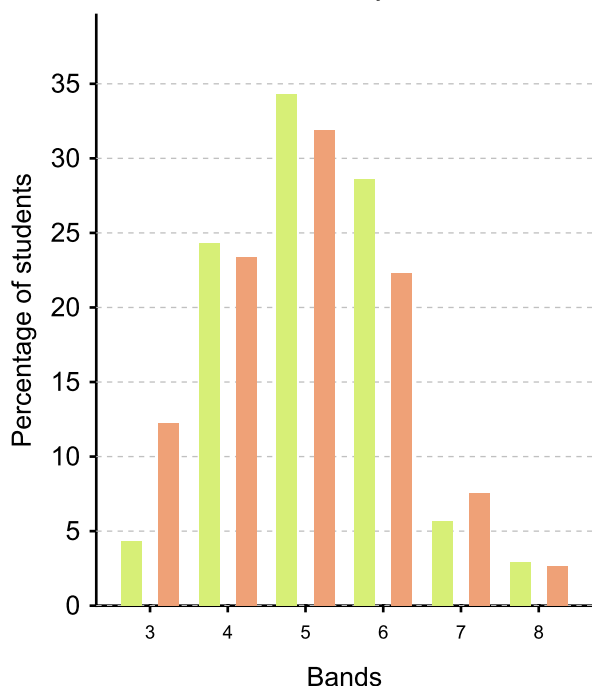


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

<You may choose to use this text box and statement to refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

No Surveys taken in 2016 to solicit student, teacher, parent/caregiver satisfaction for 2016. We will re-join the "Tell Them From Me" survey options for the 2017 school year.

Policy requirements

Aboriginal education

Wellington Public School has an average of 50% of its students identifying as Aboriginal and a big component of funding comes annually to our school as part of the Resource Allocation Model (RAM) to assist students.. This funding enables two permanent full-time Aboriginal Education Officers who help support Aboriginal children achieving their targets. It also helps secure the services of additional staff many of whom are our School Learning and Support Officers(SLSO's). Many of the SLSO positions are filled with Aboriginal people who have strong community links. One of these is specifically employed to support engagement and improve attendance and having community connections is very helpful.

As stated previously we promote the Stronger Smarter philosophy where children are to be exposed to learning situations where Aboriginal students can be proud of their heritage, keen to learn about their culture and become the best they can be. Ultimately aboriginal children will understand what it is to be part of a "Deadly School". Our Aboriginal Committee has engaged in Action Planning and successfully ensures our children's exposure to many activities and celebrations of cultural significance. Wiradjuri language lessons are happening across the school are soon to be taught to all classes on a weekly basis.

Our school has a Departmental priority enrolment for Aboriginal students entering our preschool. Here two of our staff are Aboriginal and in 2017 this to be extended to employ an Aboriginal Community Engagement officer three days a week. Even our youngest students join in such times as National Sorry Day, Reconciliation Week and NAIDOC Day (Week) celebrations.

Multicultural and anti-racism education

Although not blessed with a lot of children from different cultures we promote the virtue of being culturally inclusive. Classrooms throughout our school in 2016 learnt about cultures around the world and engaged in country studies where appropriate to their curriculum. A whole school approach is always used in conjunction with such things as Olympic or Commonwealth Games. we teach about diversity, anti-racism, democracy, active citizenship and the importance of realising the value of being a multicultural society. Student work reflects the many layers of different customs and traditions and the whole world is readily available to study either using our wonderful library or the technology that is available to them in this technologically equipped learning environment. Harmony Day is an excellent time for us to track positive attitudes towards valuing multiculturalism.

and overall wellbeing; and our two Learning and Support teachers have trained in Filial Training – Play based therapy to regulate inappropriate and unacceptable behaviours. This will lead to the implementation and use of a play-based therapy room. In 2017 we will not jump into new programs but further consolidate the good things we are already doing.

Other school programs

We are proud of our Quality Care objectives, appreciating the need to promote Quality Relationships and what we achieve in teaching and Learning so this is why Quality Curriculum are our three strategic planning directions. This is why we have dipped our toes in so many different options trying to promote active attendance of students, their enthusiastic engagement in learning and being inquisitive about the world in which they live.

Some of the programs we continue to support to benefit our students:

This is why we have Positive Behaviour for Learning underpinning everything we do. This supported and bolstered by other drivers such as KidsMatter to promote positive mental health; The Breakfast Club to make sure students can be sustained in their learning, Drumbeat to help children socially, behaviourally and emotionally to work as a team; the Stephanie Alexander Kitchen Garden Program to assist in developing life skills with an environmental and a healthy eating strategy; School Banking to encourage saving; Hear Our Heart Earbus partnership to support children with hearing deficits; Spelling Mastery to provide a structured spelling program where the data indicates terrific improvement in spelling; Learning support teachers and the Learning Support Team overlooking social, emotional, behavioural and emotional wellbeing of students and improve academic achievements; our preschool and successful transitions in and out of the Primary School setting; Our Aboriginal committee (Ngaguwany-Guwal – working together) overlooking the education and welfare needs of our students; Real Madrid – soccer development for talented players; Special Education classes for children with varying levels of disability; Sporting Schools providing students with access to organised sport after school; Student leadership in focus with Captains, PBL and the Student Representative Council; Strong and varied Sporting opportunities offering extension to higher levels of competition; and of course our Early Action for Success initiative where our Instructional leader coordinates best practice in teaching (pedagogy). We are also looking to be involved in Live Life Well to enhance matters relating to student health