

Wiangaree Public School

Annual Report



2016



3439

Introduction

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

School contact details

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Message from the Principal

Our school during 2016 saw some major staff changes in the first half of the year. Both Principal and classroom teacher were successful in securing promotions. This meant that a new team was formed. Ms Christine Moss relieved in the principal's role in the first semester and I was permanently appointed for the start of term 3. Although many changes took place our students have continued to thrive.

Our students, during 2016, continued to excel in academic, sporting and creative pursuits. We continued to use the Literacy and Numeracy continuums to help monitor student progress and both teachers and students found this helpful in driving academic excellence in the classroom. Our school continues to focus on the development of the whole child and this is something that I am proud of. Creating children who will thrive in the 21st century is our emphasis. Fostering lifeskills and a lifelong love of learning is our main goal. Our students are given a range of amazing sporting, musical, environmental and cultural opportunities which cement their connection with both local and global communities.

Our participation in all facets of the COLOURSS (Community of Learners of Upper Richmond Small Schools) network gave our students amazing opportunities including participation in Cultural Day, Science Connection Day, Lake Ainsworth excursion, Combined Year 6 camp, socials, musical performances, public speaking, sport and much more. As a collegial group of schools; staff participated in professional learning and educational programming throughout the year which was highly effective in helping our small schools thrive together.

Our school has maintained enrolments for 2016 allowing us to operate two classrooms. Details of many highlights of the 2016 school year at Wiangaree Public School are included in this report and I hope you enjoy reading about your children's and our school's achievements. I thank everyone who contributed information to this report. I look forward to the coming years to develop further what has begun.

Mrs Kathryn Clark

Principal

School background

School vision statement

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards, iPads and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School are accredited through the Institute of Teachers and strive for excellence in education. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

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

A Learning Culture is Delivering. This is evident through:

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Student Wellbeing is Delivering. This will be a high priority and focus for Wiangaree Public School moving forward. This is evident through:

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school encourages students to recognise and respect cultural identity and diversity.
- School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum and Learning is Sustaining and Growing. This is evident through:

- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- The school actively collects and uses information to support students' successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and Reporting is **Delivering** phase. This is evident through:

- The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- Parents are updated on the progress of their children.

Student Performance Measures is **Delivering** phase. This is evident through:

- The school achieves value-added results.
- Students are at or above national minimum standards on external performance measures.
- Students are showing expected growth on internal school performance measures.

Teaching

Effective Classroom Practice is in the **delivering** stage. This is evident through:

- Teachers regularly review and revise teaching and learning programs.
- Teachers routinely review previous content and preview the learning planned for students in class.
- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Data Skills and Use is the **delivering** stage. This is evident through:

- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- Data analysis informs the school's learning goals and monitors progress towards them.
- School analysis of student performance data is provided to the community on a regular basis.
- The school leadership team regularly uses data to inform key decisions.

Collaborative Practice is **Sustaining and Growing**. This is evident through:

- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.

Learning and Development is **Sustaining and Growing**. This is evident through:

- Teachers actively share learning from targeted professional development with others.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards is **Sustaining and Growing**. This is evident through:

- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

Leading

Leadership is **Sustaining and Growing**. This is evident through:

- The school solicits and addresses feedback on school performance.
- Leadership development is central to school capacity building
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

School Planning, Implementation and Reporting is **Delivering**. This is evident through:

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

School Resources is Sustaining and Growing. This is evident through:

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Management Practices and Processes is Delivering. This is evident through:

- The school leadership team communicates clearly about school priorities and practices
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- Accountability practices are tied to school development and include open reporting to the community.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.

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

Student Learning: Challenging, engaging and inclusive curriculum.

Purpose

To deliver high quality teaching and learning experiences every day for every student in our school. To enhance existing quality learning environments, where all staff, students and our community have high expectations that each student's educational needs are met in a challenging, engaging, inclusive and relevant manner. Where students are able to gain the necessary skills to thrive in their 21st century future.

Overall summary of progress

Throughout 2016 all students have been actively engaged in teaching and learning activities. Teachers have provided feedback to students about their learning this is something we will continue to modify and refine. Literacy and Numeracy continuums are successfully used in all classrooms to guide future learning intentions.

Staff and leaders have continued to enhance the teaching of phonics by actively seeking further professional learning through professional conversations around deepening teachers understanding of what works best for students in the area of phonics. Time has been spent developing resources to enable students to practice required skills in a wide variety of ways. Regular assessments are undertaken to record and monitor progress.

In numeracy, we have continued to focus on skills around Early Arithmetic Strategies across the whole school utilising TEN activities for the Junior Class and Fast Maths for the Senior class. Students have tracked their own progression and significant improvement to speed and accuracy has been made.

All students have been tracked on the Literacy and Numeracy Continuum and school based assessments schedules however, the logging of PLAN data needs to occur more regularly. Teachers have used this data to inform teaching practice and modify programs to best meet the needs of students. Professional Learning around consistency of teacher judgment has been a valuable exercise for both staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Literacy and Numeracy continuums are used in 100% of classrooms to inform teaching and learning in the classroom and data being entered into PLAN.	All students are tracked on the Literacy and Numeracy Continuums using PLAN. This is supplemented with school based assessments. Work samples are collated in student portfolios and used to support Parent/Teacher interviews.	
• 100% of teaching programs include information on how technology is being integration into each key learning area.	100% of teaching staff included integrating technology aspects into their program. Professional conversation around effective implementations are regularly addressed during staff meetings.	
• 75% of stage 2 and 3 students achieve at or beyond age expectations in the 'South Australian Spelling Test'.	Students have continued to have explicit instruction around phonemes and graphemes to support spelling. 50% of stage 2/3 students have achieved at or beyond age expectations.	
• 75% of Early Stage One students achieve expected clusters or above in the aspects of phonics on the DEC Literacy continuum by the end of 2015.	50% of early stage on students achieved expected clusters or above in the aspect of phonics on the Literacy continuum.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• 'Performance and Development Plans' are embedded and link to teacher accreditation.	All staff have developed Performance and Development Plans that are reviewed twice yearly and linked to accreditation. All staff linked their professional learning to their PDP goals and to strategic directions	
• Regular PLAN entering by teachers and reviewing by Principal.	Students are tracked on the Literacy and Numeracy continuums using PLAN. The students are also assessed using school based assessments, observations, portfolios and work samples. Identifying students that required intervention to reach cluster markers.	

Next Steps

In 2017 Wiangaree Public School will strive to improve student learning by:

- Collaborating with staff in the consistency of teacher judgement in relation to cluster levels and "What it looks like" and "How do we know"
- Professional Learning around Targeted intervention of students needs
- Regular and consistent discussions around where students are at and where to next in Literacy and Numeracy.
- Further develop staffs ability to integrate technology into the classroom and deepening our understanding of STEM and coding for Technology



Strategic Direction 2

Staff Learning: Staff Excellence.

Purpose

To support all staff in being able to provide the highest quality and future focused education to our students and community. Teachers and SASS staff will have access to targeted Professional Learning opportunities that not only support their own personal career aspirations and needs, but also support the overall strategic directions of our school and the NSW DEC.

This strategic direction will provide provisions to support our dedicated teaching staff, who are all 'New Scheme Teachers' and who are all working towards re-accreditation with the Institute of Teachers. Furthermore, this strategic direction will support our Principal who is participating in the PPA Principal Accreditation Pilot Program.

Overall summary of progress

This Year teachers have continued to deepen their understandings of the Australian Professional Standards for Teachers and have used this knowledge to assist them with the development of PDP's, identifying professional learning developing effective programs and supportive them through the accreditation process. This is an ongoing need within the school.

Each teacher developed Performance and Development Plans that reflected school directions and personal learning goals. All staff worked towards their goals in a supportive and productive manner. Due to leadership changes the processes were a little disjointed and this should settle moving forward. Evaluation were conducted at the end of the year where staff used a range of evidences to support the goals including programs, learning conversations, feedback, lesson observations and self evaluations.

Staff are becoming more familiar with the Mypl system to record professional learning and will continue to develop these skills moving forward.

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">• 100% of teaching staff to have a completed Performance and Development Plan by the end of Term 2.	All staff had identified goals for PDP's by the end of term 1, 2016. Most staff were familiar with the expectations around timelines for the PDP process. Some staff still require some support to access professional learning opportunities to support their goals.	\$3990 Professional Learning
<ul style="list-style-type: none">• 100% of teachers have evidence in their teaching program of monthly reflection on Student Feedback.	Teaching staff confidently reflect on their teaching. Students provide feedback to staff sporadically. Processes for student feedback will need to be a focus are for 2017	
<ul style="list-style-type: none">• Staff will align Professional Learning with their Performance Development Plans and the School Management Plan	All staff have aligned their professional learning around their Performance and Development plans as well as the mandatory updates. Continuing into 2017 staff will ensure professional learning, PDP goals and strategic directions align.	
<ul style="list-style-type: none">• Principal will progress through Principal accreditation modules	Newly appointed principal in the beginning of Term 3 2016 meant there was a lot of adjustments for the school as a whole. At the end of 2016 3/18 modules were completed this will continue into 2017.	

Next Steps

In 2017 Wiangaree Public School will strive to improve staff learning by:

- Developing processes for student feedback to be systematic and consistent to allow staff to effectively evaluate their impact.
- Ensuring access professional learning opportunities to support PDP goals is fair and equitable for all staff and aligned with strategic directions, PDP's and Teaching standards.
- Ensuring Principal Accreditation is completed by end of term 2 2017 in line with expectations (12 months after being appointed.)



Strategic Direction 3

Community Learning: Dynamic educational community.

Purpose

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges, while celebrating small schools strengths to maximise each students' academic, emotional and social outcomes. Students will have access to a diverse range of engaging, extra-curricular activities to build skills and strategies outside of the classroom.

Overall summary of progress

The school has continued to be involved with "Trading COLOURSS" program in 2016. This year has included socials, Science days, NAIDOC Celebrations, Cultural Day, Speak Easy and Junior Days. This has been a fantastic initiative that connects our small schools in a very authentic way.

The Wangaree P&C continues to support the school providing support with bus travel, participating in school events, fundraising and assisting with decision making in the school.

A students had the opportunity to participate in a wide variety of extra curricula activities this year including a range of excursion for both the Junior and Senior students. Students participated in a range of sporting and cultural events through out the year. The senior students travelled to Lake Ainsworth.

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">Evaluation of effectiveness of Trading COLOURSS enrichment and engagement program through staff, student and community surveys.	During 2016 we hosted a number of Trading COLOURSS days – including a science day each term, NAIDOC day, Speak Easy, Cultural day and Socials. At each term COLOURSS meeting we evaluated the programs that had been held and identified areas for improvement.	\$2000 (Supported through Low SES Money)

Next Steps

In 2017, Wangaree Public School will strive to improve community learning by:

- Encouraging community to be involved in a broad range of opportunities for the students of Wangaree
- Utilising expertise of staff to ensure quality education for all students
- Consult with the community to design a mural that reflects the school and the community as a project to build strong relationships with our community



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Through the ongoing use of Personalised Learning Plans the school has maintained the quality of education for Aboriginal students. All students have continued to make progress and improved outcomes in school based assessment.</p> <p>Aboriginal students' attendance, participation and engagement remains high within the school.</p> <p>Aboriginal perspectives are incorporated in to all aspects of the classroom.</p>	\$503
Low level adjustment for disability	<p>Through regularly assessing and tracking students staff have developed a deep understanding of every child's level of development and next essential learning. This has lead to informative conversations with parents around their child's learning.</p> <p>Time has been allocated through the Learning and Support team processes to ensure each child is monitored, discussed and their needs are met. By allocating time to have these professional conversations staff are able to collaboratively design plans to meet the individual needs of every students.</p>	\$1,235
Quality Teaching, Successful Students (QTSS)		
Socio-economic background	<p>During 2016, Socio economic funding helped to support our students by increasing support staff and specialised teachers in the school.</p> <p>Students had access to a specialised music instructor with a focus on marimbas.</p> <p>SLSO support was also provided to a wider number of classrooms and students with this funding.</p>	\$4,602

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	10	11	18	13
Girls	5	7	13	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	98.9	93.4	90
1	83.5	97.3	98.2	90.3
2	96.1	98.9	89.3	87.3
3	98.3	96.2	97.4	92.5
4	93.8	97.8	96.5	88.6
5	92.5	98.9	94.5	97.8
6	88.8	92.2	97.8	90
All Years	93	96.6	95.5	91.2
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-2 Class	14
K-6	15

Structure of classes

We are very please to be able to have 2 classes for 2016 and maintain them in 2017. We have a Junior class of 14 students and Senior class of 15 students. Junior consists of Kindergarten to Year 2 and Senior is Year 3 to 6.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

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	

Professional learning and teacher accreditation

All staff were either accredited or were working towards accreditation in 2016.

The school has one beginning teacher working towards accreditation.

There are no teachers seeking voluntary accreditation at Highly Accomplished or Lead.

The school has no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead.

Staff participated in Staff Development Days in Term 1, 2 and 3 in accordance with the school strategic directions. mandatory training including CPR, Anaphylaxis, Code of Conduct and Child Protection Training were completed. Staff completed their First Aide Certificates

Principal has begun the NSW Public School Leadership and Management Credential and is on track to be complete by Term 2, 2017.

Relieving Principal attended the Principal induction in Sydney. Staff attended a range of other Professional Learning that aligned with Strategic Directions and

Performance Development Plans. The school received \$3 990 for Teacher Professional Learning.

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

Financial information

This summary financial information covers funds for operating costs to 30.11.16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	30 961.47
Global funds	55 826.41
Tied funds	65 751.31
School & community sources	4 703.76
Interest	667.43
Trust receipts	712.15
Canteen	0.00
Total income	158 622.53
Expenditure	
Teaching & learning	
Key learning areas	11 578.61
Excursions	3 663.29
Extracurricular dissections	2 573.23
Library	340.38
Training & development	6 112.34
Tied funds	49 844.77
Short term relief	2 843.64
Administration & office	28 041.24
School-operated canteen	0.00
Utilities	5 229.42
Maintenance	4 292.18
Trust accounts	712.00
Capital programs	1 058.16
Total expenditure	116 289.26
Balance carried forward	42 333.27

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.

At Wiangaree Public School there were four students in year 3 and five students in year 5 that sat the NAPLAN in 2016. Due to the small number it is insufficient data to draw comparisons, results can not be advised in this report. All parents have been advised of their child's achievements. Should parents require any further information regarding their child's performance, they have been advised to contact the school.

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.>

Policy requirements

Aboriginal education

The school's teaching programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. The programs focus on key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history. Aboriginal perspectives are taught in all areas of the curriculum and are not taught in isolation.

Multicultural and anti-racism education

Multi- cultural perspectives are incorporated in teaching and learning programs across the school. This is further supported by the schools Anti-Racism Contact Officer and her support of creating a culture of tolerance, respect and understanding.

Whilst there is limited cultural diversity in the school, it is appreciated that Australia is a multi-cultural nation and that our school needs to develop students who will be successful members of a culturally diverse society. Students across the school have been supported through their participation in Cultural and Harmony Day events, helping to develop and share a greater understanding of the cultural challenges, strengths and diversities that exist.