

Wingello Public School Annual Report



2016



3461

Introduction

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

Gillian Irvine

Principal

School contact details

Wingello Public School

Murrimba Rd

Wingello, 2579

www.wingello-p.schools.nsw.edu.au

wingello-p.School@det.nsw.edu.au

4884 4317

School background

School vision statement

A school of Excellence, Opportunity, Quality Education and Achievement.

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

School context

Wingello School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 33 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is strong and effective and benefits from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 1 part time teacher and 2 part-time school office managers. The school structure consists of an Early Stage & Stage 1 class and a Stage 2 & Stage 3 class with the ratio being 1 teacher to 20 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted 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 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

In the Learning domain our focus in 2016 has been on Learning Culture and Wellbeing, as we understand that student engagement and learning are related. Our teachers believe that positive respectful relationships across the whole school community underpin a productive learning environment. Our school delivers high quality differentiated teaching and learning programs that demonstrate 21st century learning pedagogy through practices that enhance collaboration and support professional learning. The results show increased engagement of students in learning, resulting from the way students are relating to each other and the pride they take in their learning. Students with high learning needs have been identified and programs developed to support them.

Teaching

Collaborative Practice is an area of growth at Wingello School as we work together to improve teaching and learning. We are developing our skills in classroom observations using planned constructive feedback to improve teaching practice. We are developing explicit systems for collaboration and feedback to sustain quality teaching practice. At Wingello School we are building staff capacity to implement 21st Century learning pedagogy through practices that enhance collaboration and support professional learning. Our staff monitor their personal professional learning through regular reflection of plans developed in line with the Professional Learning Framework. Improvements in teacher practice, including use of technology, data analysis, explicit teaching using Learning Intentions, Success Criteria and Feedback, has resulted in increased levels of student engagement and learning. Wingello staff have joined staff from neighbouring schools to develop practice in Consistent Teacher Judgement to further develop evidence based practice through discussions and evaluations of student's writing.

Leading

Wingello School is committed to the development of leadership skills in staff and students to build school capacity. Staff members have purposeful leadership roles based on interest and expertise. Wingello School has strong links with the Moss Vale Community of Schools and regularly meets to plan, develop and implement focused professional learning. Wingello School uses clear processes for resource allocation, professional learning, performance monitoring and reporting. The physical learning spaces are used for various purposes including music lessons, choir, performance and Storytime for pre-schoolers.

The new approach to school planning, supported by the new funding model to schools, is making a noticeable difference to the opportunities we can offer our students. The achievements and identification of next steps are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Strategic Direction 1: Quality Teaching and Learning

Purpose

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential.

To equip students with essential skills, knowledge and understanding to thrive and compete in a 21st century world through literacy and numeracy focussed, quality teaching and learning programs.

By focusing on writing and numeracy in quality teaching and learning for the next three years and by developing strategic action plans to support this learning, we will ensure that the teaching focus, the professional learning, student direction and parent communication lead to improvement in student outcomes.

Overall summary of progress

Review of data collected from NAPLAN indicated that Literacy targets were met by all students in year 3. In year 5, 71% of students achieved at or above the minimum standards in Literacy and Numeracy. SMART data was analysed by staff and areas of Literacy needing improvement were prioritised. Numeracy data indicated that Numeracy targets were not met by 29% of students in year 5. Results also showed that the middle needed to be moved to the top in both years.

Learning and support processes have been implemented to identify, monitor and plan strategies for students who have identified as not meeting targets. This has enabled us to improve their learning outcomes significantly. Aboriginal students are targeted and supported through Personalised Learning Pathways.

Targeted professional learning with a focus on Literacy included Visible Learning strategies and involvement in the Moss Vale Community of Schools Writing Project.

Ongoing professional discussion and reflection focused on using and understanding all aspects of the Literacy and Numeracy Continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
95% of students will achieve at or above National Minimum levels in NAPLAN in writing and numeracy.	<ul style="list-style-type: none">The target was achieved for year 3 in writing and numeracy. 100% of students achieved at or above the minimum standards.In year 5, 71% achieved at or above the minimum standard.	Resources – \$809.00
100% of students will achieve at or above National Minimum levels in NAPLAN in Reading.	<ul style="list-style-type: none">All students in year 3 achieved at or above the minimum standard in reading.86% of students in year 5 achieved at or above the minimum standard in NAPLAN reading.	Reading Eggs Subscription (P&C) – \$305.00 Resources – \$2,210.00 Classroom readers – \$877.00
100% of teaching staff will have documented evidence and professional learning plans in line with the Professional Learning Framework	<ul style="list-style-type: none">In 2016, all teachers had professional development plans that had clear links to school priorities of Literacy and Numeracy. Staff also included a personal goal.Formal meetings were held bi-annually to discuss progress towards goals.	QTSS Allocation – 0.1

Next Steps

- Staff participation in Moss Vale COS Writing Project in week 4 and 8 of each term.
- Training in Visible Learning module – Feedback that Makes Learning Visible.
- Training of new staff in L3 principles and review of TEN training and program implementation.
- Targeted literacy/ numeracy support for Aboriginal students.

Strategic Direction 2

Strategic Direction 2: Student Well Being

Purpose

Student well-being is of the utmost importance at Wingello Public School. The processes and practices of Student well-being will be imbedded into direction 1 and 3.

To develop each student's personal and social capability, ethical behaviour and understanding of diverse needs and cultures through best student engagement and practice. We will continue to build on and expand effective school practices.

Overall summary of progress

The focus this year was to further reinforce positive behaviour techniques by creating a culture where students take responsibility for their own behaviour and so enhance the well-being of all students.

Students were coached in the school values of Respect, Responsibility and Safety. Students taught effective techniques for resilience and positive behaviour in class and in the playground.

A levelled merit system was used daily to support positive behaviours. This included free and frequent rewards, merit and principal rewards. Students requiring adjustment and learning support received strategic support in times of need.

Staff combined to implement a consistent approach to wellbeing using the PBS system with clearly defined behavioural expectations. Parents received information about the PBS system to better understand the behaviours, attitudes and expectations of students at school and in the community.

Students requiring learning adjustments were catered for with six students attending a gifted and talented program and ILP and support programs developed to support students at risk.

School data showed resilience and positive behaviour has significantly increased by a reduction in data collected on minor and major incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students demonstrate resilience and positive behaviour techniques in the classroom and in the playground – evidenced by increased class and merit awards.	<ul style="list-style-type: none">• Students actively engaged in learning surrounding school PBS values ,Respect, Responsibility and Safety.• Teachers promoted student well-being and personal success by differentiating teaching and learning, with an emphasis on embedding 21st century learning in the classroom.• Teachers attended professional learning to further develop skills and knowledge necessary for differentiation and 21st century learning in the classroom.	
Stronger links are built with the local aboriginal community – evidenced by more interaction in the school community.	<ul style="list-style-type: none">• Aboriginal teaching and learning practices evidenced in lessons.• All students attend Aboriginal cultural day at Glenquarry School.	Aboriginal Cultural Day – \$196.50
Parent and student surveys indicate strong levels of school satisfaction.	<ul style="list-style-type: none">• In 2016 a Parent Satisfaction Survey was conducted to evaluate the success of initiatives introduced at Wingello School. The questions supported the 3 Strategic Directions.	Survey Monkey used for the survey.

Next Steps

- Teachers continue to promote student well-being and personal success by differentiating teaching and learning, with an emphasis on embedding 21st century learning.
- To provide more opportunities for parents to understand how their children learn at school.
- Continue to update the learning spaces as funds permit.

Strategic Direction 3

Strategic Direction 3: Community Engagement

Purpose

The school community is engaged with school on a daily basis. The focus has always been on engaging in school events or happenings rather than the educational issues of school.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engagement and strong communication.

Overall summary of progress

The schools multi-faceted communication strategy has been further developed and enhanced to engage staff, parents, students and the wider community of students' successes, school planning and management. Teachers actively communicate with parents on student progress and expectations on a regular basis. Students actively participate in school and community events that reinforce our values, including raising money for various charities and marching on ANZAC day.

Progress towards achieving improvement measures

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching staff regularly update School Website with class photos, comments and happenings.	<ul style="list-style-type: none">• School website updated and information and photos contributed by staff on a regular basis.	
Parents access school information via website, emails, school newsletter and School Enews app	<ul style="list-style-type: none">• School newsletter sent electronically.• School information reminders sent via School Enews App which has proven to be very successful.• Classroom information detailed in newsletter.	Enews App annual fee – \$195.00
School signs regularly updated.	<ul style="list-style-type: none">• As part of the student welfare program students take the responsibility to update school signs.	

Next Steps

- Increase engagement with the local and wider community by holding a Spring Fair in the school grounds in 2017.
- Carry over plan to actively build indigenous community relationships by seeking support in developing an indigenous bush tucker garden in the school's nature area.
- Seek support from parents and community volunteers to continue and develop the school vegetable garden.
- All staff continue to share and promote the school successes via the school newsletter, website and Enews App, including detailed information about classroom learning, individual student successes and school events.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • Individual Learning Pathways developed. • Student's progress tracked across literacy/numeracy continuums. • Students work with Learning Support Teacher and Learning Support Officer. 	\$1,799.00
English language proficiency	<ul style="list-style-type: none"> • Funds used to purchase readers for the K–2 classroom, to support the reading 	\$756.00
Low level adjustment for disability	<ul style="list-style-type: none"> • Funds used to employ a Learning Support Teacher and Learning Support Officer to target and support students in need. 	\$3,781.00
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Funds used to pay for casual teachers to release classroom teachers to allow for collaborative planning and to observe each others's lessons. • All teachers received support with accreditation processes and the Performance and Development Framework. 	0.01 Teacher release
Socio–economic background	<ul style="list-style-type: none"> • Funds used to support an additional school music program. • Funds used to support access to excursions and sporting events to subsidise the cost of coach transport. 	\$3,647.66
Support for beginning teachers	Funds used to provide extra release time for a beginning teacher and teacher mentor. The extra time allowed for support with teaching programs and effective assessment strategies. Funds not expended will be rolled over to continue support in 2017.	\$13,377.89

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	15	18	14
Girls	12	18	21	17

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.3	99.6	95.1	94.8
1	92.4	93.3	95.3	89.6
2	93.5	94.8	90.6	97
3	95.5	93.9	94.6	91.1
4	94.4	100	96.5	88.2
5	91.8	95.3	88.3	94.4
6	96	92.9	94.4	49.5
All Years	93.7	95.1	93.8	91.3
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

Parents are regularly reminded of the correct procedures that have been put in place to monitor absences and the reasons which are considered unjustified. Parents must present at the office to sign the Partial Attendance book for late arrivals and early departures. Unexplained absences are followed up and the Home School Liaison Officer (HSLO) audits the rolls each semester.

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

There was no indigenous staff member employed at Wingello School in 2016.

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	33

Professional learning and teacher accreditation

The Professional Learning program at Wingello Public School is informed by the School Plan 2015–2017. A total of \$3,990.00 was spent from Professional Learning funds.

One part time teacher attended L3 professional learning sessions throughout the year.

One part time beginning teacher was working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

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.

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	51 884.74
(2a) Appropriation	50 108.04
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	1 751.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	25.20
Expenses	-29 914.73
Recurrent Expenses	-29 909.29
(3a) Employee Related	-18 661.27
(3b) Operating Expenses	-11 248.02
Capital Expenses	-5.44
(3c) Employee Related	0.00
(3d) Operating Expenses	-5.44
SURPLUS / DEFICIT FOR THE YEAR	21 970.01
Balance Carried Forward	21 970.01

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	409 602.97
Base Per Capita	2 109.95
Base Location	4 686.68
Other Base	402 806.34
Equity Total	21 820.00
Equity Aboriginal	4 189.25
Equity Socio economic	3 647.65
Equity Language	0.00
Equity Disability	13 983.09
Targeted Total	0.00
Other Total	2 384.21
Grand Total	433 807.18

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.

NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Due to the small cohort of students at Wingello Public School, privacy protocol prevents disclosure of specific student data. Parents have been advised of student results.

NAPLAN – Numeracy

Due to the small cohort of students at Wingello Public School, privacy protocol prevents disclosure of specific student data. Parents have been advised of student results.

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.>

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers using a school developed survey that was aligned with Wingello Schools' 3 Strategic Directions.

The survey results indicated a high level of satisfaction.

Policy requirements

Aboriginal education

In accordance with the school plan, Aboriginal students have been supported in all aspects of their education with a targeted program for extra support using funds from Specific Purpose Grants.

Three students with an Aboriginal background attended Wingello Public School in 2016. Initiatives to promote cultural pride and understanding included a 5 week in school Aboriginal Cultural program, Aboriginal painting workshop and attendance at an Aboriginal Cultural day for all students.

'*Acknowledgment of Country*' is used at the start of all our assemblies presented by our Aboriginal students.

Multicultural and anti-racism education

Living in a culturally diverse society, multicultural education is incorporated into the school's educational programs across the curriculum focusing on developing knowledge, skills, attitudes and values for our students. Our students gain an appreciation and respect for other cultures through events such as Harmony Day.