

Wongarbon Public School

Annual Report



2016



3487

Introduction

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

Peter George

Principal

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Message from the Principal

This year has been challenging yet productive for staff as they have implemented many of the Department of Education reforms and initiatives, particularly those surrounding the School Excellence Framework and data based evidence collection. The School Council has also been integral in this process, especially in regard to planning.

At WongarbronPublic School we are fortunate to have very supportive parents and a proactive Parents and Citizens Association and School Council. There is a close working relationship between staff and parents to ensure that every child has an opportunity to succeed in a secure, caring and well equipped learning environment. As part of our school planning process, the staff supported by School Council were keen to broaden our students' horizons with more creative opportunities in music and art, explore avenues for more excursions and incursions and further develop policies and practices around student wellbeing. As a result, high quality in-school performances, theatre visits and excursions were organised to broaden student experiences and learning, stimulate creativity and enhance student engagement.

We have highly motivated, student focused staff, who seek opportunities to broaden their skills and knowledge to support the needs of students, socially,academically, emotionally and physically. They develop Professional Development Plans in line with the school plan and their own needs to improve their capacity for improved student learning,

The Student Representative Council also works collaboratively with staff to provide stimulating and engaging activities throughout the year, including student profiles, school socials, charity days, fun days and video conferences with other school SRCs. Many of these activities are focussed on student and community partnerships, together with developing co-operation and respect.

The school continues to be inclusive and strives to provide a stimulating and challenging environment through quality teaching and extending student creative opportunities and experiences in art, music and sport.

We endeavour to maintain an holistic approach to growth, incorporating the four intelligences of IQ (cognitive), PQ (physical), EQ (emotional) and CQ (cultural). Thus extending practices to cater for student wellbeing.

The year has been filled with learning, fun, creativity and success.

Peter George

Principal

School background

School vision statement

Wongarbron Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

School context

Wongarbron Public School with an enrolment of 66 students, 20% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of iPads and connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbron Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. 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.

This year, our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our continued efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, literacy, numeracy and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The management of individual wellbeing has provided a significant way to build a culture of trust, respect and valuing of each other. The results have been evident in student relationships, consistent attendance rates and in the increased engagement in learning. Attention to individual learning needs has been another important component of our progress throughout the year. Students with high learning needs are being identified early and supported with parents increasingly involved in supporting their learning directions, with outside inter agencies offering assistance as required.

Our major focus for the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a whole school. Changes in teacher practice, including the use of technology, data analysis, training, feedback and best practice, has resulted in increased levels of student learning and engagement. Importantly, staff members continue to develop strong educational practices based on evidence gained from their reflections student achievement.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong collegial approach, building the capabilities and capacity of all staff in our small school. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages.

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.

Strategic Direction 1

Student Learning and Engagement

Purpose

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

Overall summary of progress

During 2016, the school has continued to focus on whole-school improvement in literacy and numeracy. Initiatives that were implemented include: specific reading programs including Reading Boxes and Reading Eggs; Mathletics; development and trialling of a consistent tracking of student achievement using the Department of Education Literacy and Numeracy Continuums (K–3) and school based assessments; advanced planning of extra curricula activities; including excursions, video-conferencing and whole school group rotations for peer based learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased numbers of student growth in NAPLAN by >20% between Years 3 and 5 as measured by three year Trend Data average.	Student growth for all students between Year 3 and Year 5 increased above state average in Reading, Punctuation and Grammar, Spelling, Writing and Numeracy.	\$ 1 600
Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.	The school achieved a 7% growth on the Literacy and Numeracy Continuum in Stage 1 and 2 with Stage 3 data to be added to the data wall in 2017.	\$4300
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%.	All Kindergarten students achieved the Kindergarten Reading Benchmark targets. 80% of Year 2 students achieved the Reading Benchmark.	\$3400
Maintain 90% student participation in extra curricula activities.	Extra curricula activities achieved a 95% participation rate with absences only due to illness.	\$3200

Next Steps

Revised Individual Learning Plans and support from SLOS will be continued. The school will have additional staffing of an Instructional Leader under the Early Action For Success initiative for two days a week. The data wall continuum will include Stage 3 students.

The use of technology will be enhanced to further develop student skills and engagement.

Strategic Direction 2

Professional Practice

Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction.

All teachers have been trained within their identified Professional Development Plan goals with the exception of film making, implementing a variety of programs and strategies to improve student engagement in all areas of the curriculum.

Staff have continued with implementing and modifying, as required, written units in the area of Literacy, Science and Technology, History and Geography. All staff completed extensive training to support students with special needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.	Professional Development Plans were completed and enacted throughout the year providing professional development which met the school needs and individual staff needs. This resulted in more student engagement, explicit teaching and improved student performance.	N/A
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	All staff completed mandatory requirement training and school based training in curriculum, planning and the School Excellence Framework. Staff also aligned their personal goals in their PDPs to enhance their skills in relevant areas for improved personal, school and student performance. Teacher performance and development indicates growth in teacher capacity against the Professional Standards for Teachers.	\$6700

Next Steps

Staff are becoming more proficient in developing PDPs but need to be better supported by executive with parties being consistent with the entire process, including scheduled meetings, observation and feedback.

Specific syllabus training needs to be undertaken in History and Geography.

Teachers require refresher training in the development of targeted individual learning plans.

Strategic Direction 3

Inclusive, respectful, partnerships

Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

Overall summary of progress

The school was highly successful in providing a number of events and activities which enabled parents to attend and support their children at school. Special events which included assemblies and special days were well received by parents with an average of 60% of families attending all events.

Weekly assemblies continue to have excellent community participation with an average of 30 people attending.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent participation in the P&C and school-home partnerships.	P&C numbers attending meetings varies from six to eight members. The P&C continues to do major fundraising to support all students through programs such as Athletics, Reading Eggs, Swimming Scheme and contributing to excursions and social activities. There is a close and open opportunity for dialogue between staff and parents.	N/A
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	School Council contributes too and endorses school policy. The school community is well informed and provides feedback on student activities and learning. Student attendance at extra-curricula activities was 95% with only ill students not attending.	\$1200
Welfare Policy and Procedures reflect a positive school culture.	Close communication between parents and staff ensures that school policies and procedures are supported by the wider school community.	\$350

Next Steps

There is a desire to have more parent information nights relating to student development, wellbeing, health, technology and parenting.

We will continue to be a leading host and organiser in the Wellington and Dubbo Small School Network.

Maintain quality assemblies and student performances.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a negotiated individual learning plan (ILP).</p> <p>Significant impact through SLSO intervention resulting in Aboriginal students showing progression beyond their cohort.</p> <p>Excellent attendance rates with 100% above state average.</p> <p>Teaching of the Wiradjuri language and aboriginal culture, including dance, art and music.</p>	\$12000
Low level adjustment for disability	<p>It delivered additional funds to extended SLSO which delivered further expansion of Individual Learning Plans for targeted students. It also provided one-to-one explicit teaching.</p>	\$4418
Socio-economic background	<p>Funding provided many opportunities to broaden student experiences in learning, the arts, science and technology.</p> <p>Employment of a Student Learning Support Officer.</p>	\$12800
Short Filmmaking	<p>This program needed to be extended into 2017 due to the lack of training opportunities. Resource iPads were purchased for trial and practice purposes. These iPads will be used for other learning and skill development opportunities. Film making will be re-visited in 2017.</p>	\$5700
Environmental sustainability	<p>The students incubated eggs and raised chickens, built a hen house and used food scraps to feed the chickens.</p> <p>They constructed garden beds and grew vegetables to be used in their cooking classes.</p> <p>Students engaged in the Environmentors program, learning about waste management, recycling, re-using and composting.</p>	\$3500

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	33	43	37	37
Girls	28	28	33	27

During 2016 our enrolment was 66 students with the gender base being 36 boys and 30 girls. Three classes were established, a K–1 –2 group, a 3–4 group and a 5–6 group. Targeted students had regular access to a Support Teacher Learning (STL) and School Learning Support Officers. Enrolments for 2017 are very encouraging with an anticipated enrolment of 10 in Kindergarten.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	99	97.7	92.8	93.9
1	94.7	98.7	93.2	90.8
2	87.8	96	97.5	94.6
3	94.9	94.2	92.7	97.4
4	94.5	98.6	92.8	94.4
5	99.6	97.5	95.9	96.1
6	91.9	98.6	92.1	94.4
All Years	94.4	97.3	94	94.7
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

Student attendance is monitored by the Principal and when necessary Home School Liaison Officers. If attendance issues arise then the principal contacts parents/caregivers directly.

Class sizes

Class	Total
K/1/2	18
3/4	21
5/6	24

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.43
Other Positions	0.12

*Full Time Equivalent

Wongarbon Public School has a diverse and dedicated staff including a 16% Indigenous component.

As of Term 1, 2016, the school had one teaching Principal, two Classroom Teachers, a part time Teacher Librarian and part time specialist support teachers, including; Learning and Support Teacher (LAST).

The teaching staff was supported by a School Administration Manager, one day per week School Administration Officer, two part time School Learning Support Officers, one day per week of General Assistant time and one school cleaner.

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

- Recognition and Management of Anaphylaxis Training
- Cardio Pulmonary Resuscitation training
- Child Protection update
- School Planning
- School Communities Working Together
- School Excellence Framework
- L-3
- TEN Mathematics
- Trauma
- Work, Health and Safety
- Boys Strategies
- School Management
- Leadership
- Library – Oliver Implementation
- Nonviolent Crisis Intervention Training

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	70 059.10
Global funds	85 859.08
Tied funds	61 390.12
School & community sources	34 147.02
Interest	1 712.83
Trust receipts	9 992.45
Canteen	0.00
Total income	263 160.60
Expenditure	
Teaching & learning	
Key learning areas	9 780.44
Excursions	18 043.63
Extracurricular dissections	7 467.69
Library	1 742.91
Training & development	9 299.60
Tied funds	47 500.89
Short term relief	11 404.91
Administration & office	17 816.63
School-operated canteen	0.00
Utilities	19 414.28
Maintenance	6 083.07
Trust accounts	6 666.83
Capital programs	0.00
Total expenditure	155 220.88
Balance carried forward	107 939.72

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.

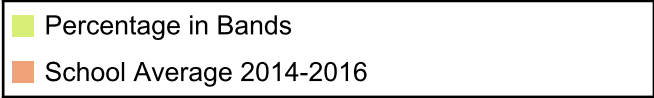
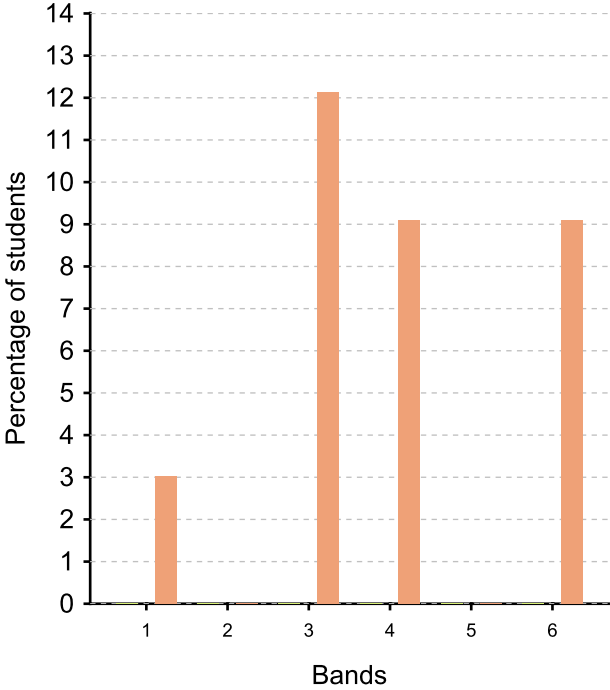
With a small cohort, averaging a grade group may not be reflective of the majority performance as the results of one child can significantly affect the grade average either in a positive or negative way. This is more so with special needs students who are not excluded from the assessments.

Literacy results overall were pleasing with Year 3 Spelling, Grammar and Punctuation, Writing and Reading being similar to or close to National average Bands.

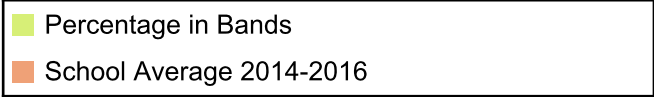
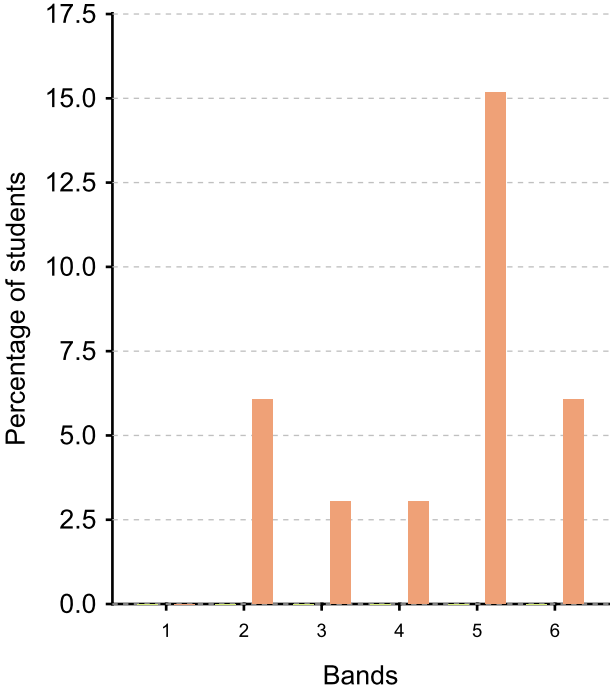
Year 5 results indicate high competencies in Grammar and Punctuation, Spelling and Reading–Band 7 compared to National Band 6. Writing, whilst in the National Average of Band 5, needs further development to extend students into the next two bands.

Student growth from Year 3 to Year 5 was significantly above state average.

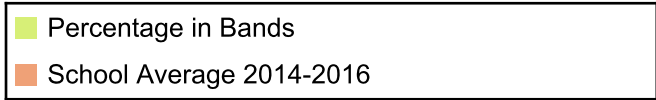
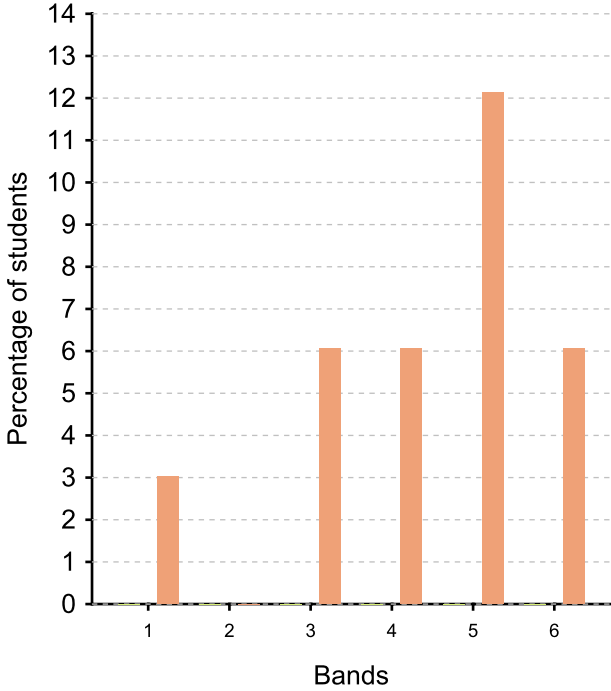
Percentage in bands:
Year 3 Reading



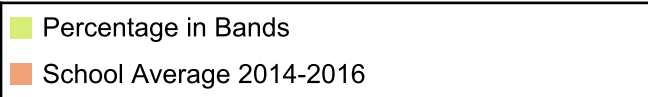
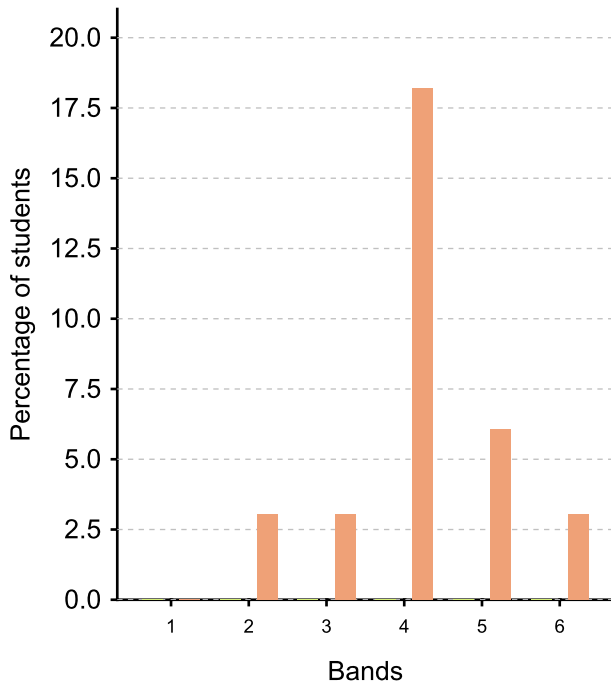
Percentage in bands:
Year 3 Spelling



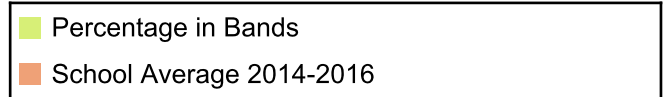
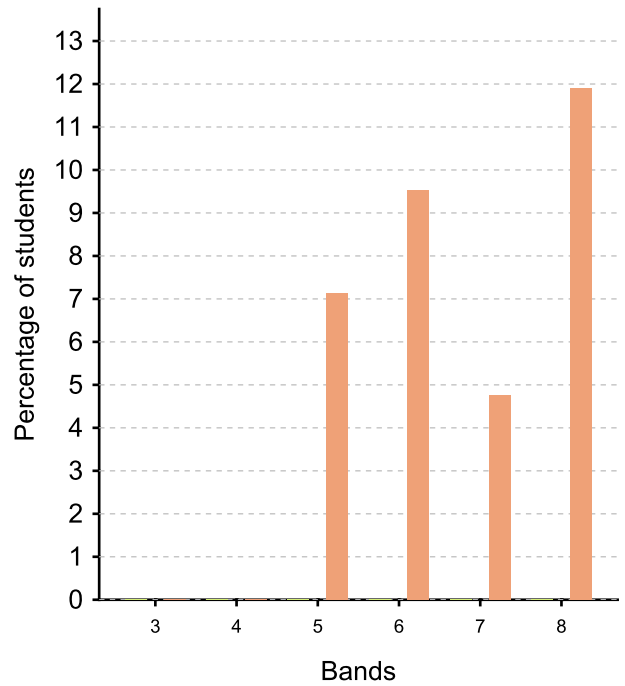
Percentage in bands:
Year 3 Grammar & Punctuation



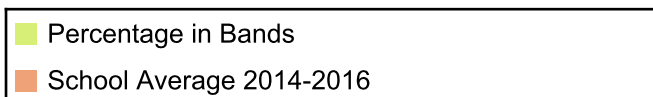
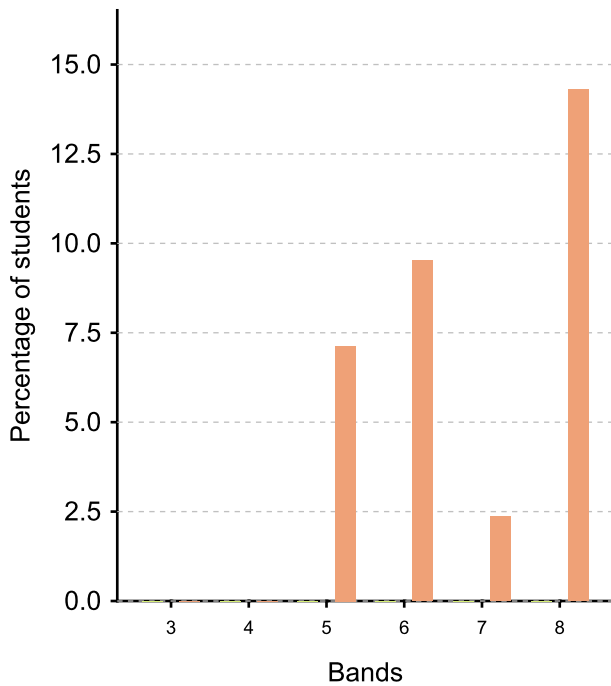
Percentage in bands:
Year 3 Writing



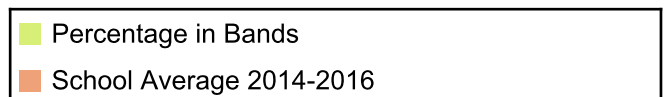
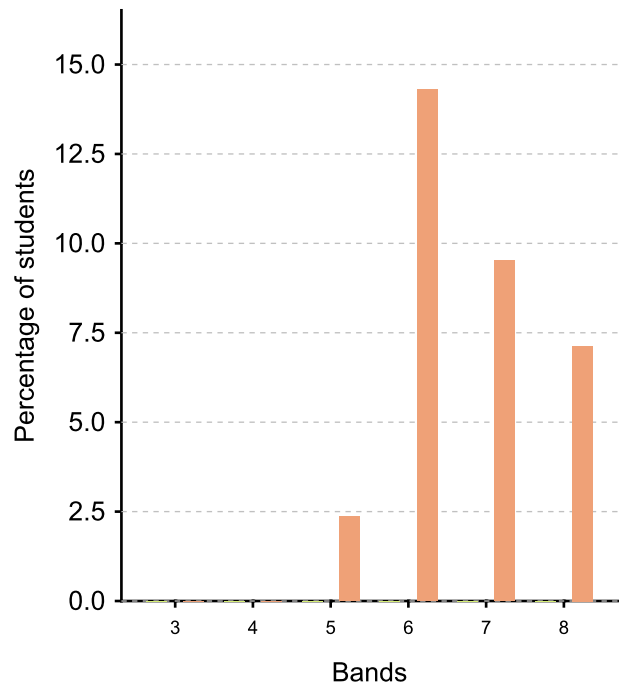
Percentage in bands:
Year 5 Reading

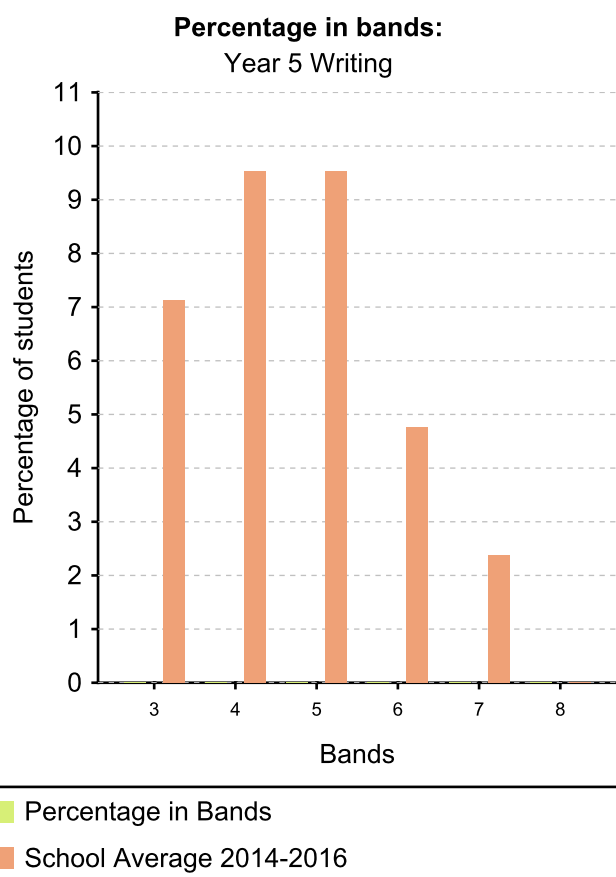


Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling





Year 5 Numeracy was above National average—Band 7 compared to Band 6.

Year 3 Numeracy, on average, was below the National average by one band level.

Student growth from Year 3 to Year 5 was significantly above state average.

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.

In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two NAPLAN bands in Reading and Numeracy.

Reading in the top two Bands Year 3 increased from 27.3 in 2015 to 33.3 in 2016 (4% increase).

Reading in the top two Bands Year 5 decreased from 27.2 in 2015 to 22.2 in 2016 (5% decrease).

Numeracy in the top two Bands Year 3 decreased from 27.3 in 2015 to 22.2 in 2016 (5% decrease).

Numeracy in the top two Bands Year 5 increased from 35.7 in 2015 to 60.0 in 2016 (25.3% increase).

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

- The school has a happy, caring environment;
- The parent bodies, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a positive welcoming atmosphere;
- Access to quality training and development is valued by the staff although more training opportunities need to be sourced to support Professional Development Plans and the school plan;
- Wongarboron Public School is highly regarded and has a very good reputation in the local and wider community;
- Parents and staff support and work together to ensure a strong ethical and consistent student welfare policy;
- Students feel personally valued by their teachers as individuals and feel happy and safe within the school;
- That the extracurricular activities, incursions and excursions provided by the school are valued by the parents and students;
- The school sets high standards in regard to manners and respect.
- Parents value the extra time staff give to extra-curricula activities and excursions;
- The community believe they are well informed of all activities and processes within the school; and
- Parents support the positive acknowledgement of students through assembly, reading, sporting and Presentation Night awards.

Policy requirements

Aboriginal education

Wongarboron Public School had a 20% enrolment of Aboriginal students in 2016 and maintained close partnerships with parents and the indigenous community.

Indigenous culture was celebrated in special days and craft activities.

In September we had the opportunity to host overnight the unique Taronga Zoo Shoulder to Shoulder mentoring walk for young indigenous people.

This was a valuable experience for our students and community alike as the Shoulder to Shoulder is highly symbolic for indigenous people as it recreates the walking of country; a deeply connective and spiritual experience that increases the understanding of and connection to country, its environment, animals, people and stories. The students celebrated with the walkers

by performing indigenous songs and dance.

Aboriginal initiatives and resource materials were further incorporated in teaching programs and indigenous literacy included in classroom reading programs.

Teaching staff created and implemented Learning Support Plans for all students with an Aboriginal or Torres Strait Island background. These were developed in consultation with other staff and parents/caregivers to establish goals and strategies.

As part of our School Curriculum the children participated in a program which involved learning about the Wiradjuri Culture. This program was run by Mrs Dianne McNaboe, Aunty Di, with help from specialist Wiradjuri language tutors. The children were introduced to the Wiradjuri Culture through language, songs, dance and stories.

Multicultural and anti-racism education

During Term 3, 2016, the students undertook a major study of Mongolia. The senior students produced high quality slideshow projects using the internet and other reference materials, whilst Years 3/4 produced posters and K/1/2 prepared flags of Mongolia.

The students enjoyed cooking Mongolian food and creating artworks plus learning about the fascinating history of Mongolia.

All our students K–6 attended an information session on Mongolia where they listened to a invited guest speaker and afterwards enjoyed a Mongolian themed lunch beautifully prepared by our local Wongarbon Country Women's Association.

Teachers have been perceptive in choosing class books which are strongly focused on racism issues, such as 'The Cay'. Student activities incorporating these themes include acceptance and inclusiveness which was evident in their writing, artwork and research.

All classrooms have Anti-racism posters and information displayed for students.