

# Wiripaang Public School

## Annual Report



2016



3762

## Introduction

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

Emma Stothard

Principal

## School contact details

Wiripaang Public School

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4943 4357

## Message from the school community

The P&C started off the new year with a few new faces, a few returning faces and the oldies are there going strong. A big thank you to the committee who do their jobs without much thanks and turn up every month ready to decide on the next things that need to be done. This year the P&C has raised money through various avenues and everyone has worked hard to bring these events to fruition and we are proud of the outcomes. We have supported the school by donating money to the Year 6 Farewell, Naplan Breakfast, Soaring High Days and New Home Readers. Thank you to the teachers and staff that help with our ideas and give us valuable feedback on what works and what they might need or seen done next. We appreciate the help and look forward to a continued valuable relationship. Thank you to the school community for putting their hands in their pockets for every fundraising effort that we come up with. We are fundraising for everyone's children so it's wonderful when we are supported wholeheartedly. We look forward to continuing our support of our school, teachers and predominately students to achieve our "Respectful, Responsible Learners". Moving on we are establishing solid framework to continue to help grow and develop our P&C structure; making it a strong and viable community. Thank You from Wiripaang PS P&C.

Jamie Bell – P&C President

## School background

### School vision statement

To engage the whole community in developing literate and numerate socially just 21st Century citizens who are lifelong learners with real options for the future.

### School context

Wiripaang Public School is a P4 K–6, newly amalgamated school, situated in the suburb of Gateshead in the city of Lake Macquarie. It has a FOEI index of 177, with the state average being 100. The school serves a complex community with high needs. The student representation is inclusive of 28% Aboriginal enrolment and a smaller representation of Islander heritage. Enrolment is trending upwards as the new school becomes known in the community. NAPLAN data over the past three years reflects complexity with school performance under that of state expectation but recently there has been growth in individual performance in terms of meeting expected growth. The school is an Early Action for Success school which provides extra resources for targeted programs and focusing explicitly on improving student outcomes in Literacy and Numeracy K – 2. Consistent collection and analysis of data, early transition programs, Speech Therapy, intervention programs and Teacher Mentorship are enhancing the opportunity for students to be taught explicitly at the point of need. The role of Instructional Leader and strong executive leadership has enhanced the development of a strong culture of collaboration and professional growth. Teachers are highly engaged professionally and 21st Century learning technology has been widely embraced across the school. Positive Behaviour for Learning (PBL) and Every Student Every School (ESES) are features of the emphasis placed on welfare and wellbeing with 86% of students requiring a learning adjustment. Wiripaang Public School has 11 classes inclusive of a Support Unit with an IO, IM and MC class. Community Engagement is a focus within the school and future plans involve shared approaches to improving attendance, participation and genuine collaboration around building aspiration and improving student outcomes.

## 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.

Our self reflection on the Learning Elements indicated that we are predominantly Sustaining and Growing, within the area of Effective Classroom Practice we showed evidence of Excelling with our leadership team demonstrating instructional leadership, promoting and modelling effective, evidence-based practice. Our teachers regularly review learning with students and ensure that all students have a clear understanding of how to improve their learning.

Our goals for the future are:

- To develop positive and respectful relationships across the school community so that we can develop a productive learning environment where students develop strong identities as learners.
- To develop a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurable improves individual and collective wellbeing.
- To continue to establish alliances within our community of schools and local organisations.
- Further develop our skills and capacity to monitor student achievement and extensively use this information to inform planning for particular groups and individual students..

Within the Teaching Elements we rated ourselves as Sustaining and Growing and have seen some areas begin to move into the Excelling domain. Our reflections and associated evidence showed that we are excelling with our curriculum programs and teaching practices effectively develop knowledge, understanding and skills of all students, we use evidence-based teaching practices and innovative delivery mechanisms where applicable. We also judged ourselves as excelling within the area of collaborative practice as our Stage teams work hard to ensure consistency of curriculum delivery including strategies for differentiation and consistency of teacher judgement. We have embedded systems for collaboration, classroom observation and the modelling of effective practice with school wide systems aimed at improving teacher practice and student outcomes. Our areas for development in this domain are:

- Teachers will continue their work on analysing student work and making judgement on what is necessary to

improve their learning.

- Our teachers will continue to develop their understanding and use of student assessment and data literacy concepts, developing their understanding of value added, growth and improvement and statistical significance..
- Professional learning will continue to be evaluated to ensure that we are providing effective strategies across the school.

Our school executive aims to support a culture of high expectations and community engagement with the goal to achieve sustained and measurable whole-school improvement.

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>

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## Strategic Direction 1

'21st Century Learning'... preparing critical and creative life – long learners.

### Purpose

Develop whole school processes that include skills for 21st Century learners where students are literate and numerate, creative and productive users of technology. Students will independently think, work collaboratively and communicate creatively becoming responsible citizens that make informed decisions about their own wellbeing and learning. Data driven processes ensure explicit teaching and individualised learning is achieved through pedagogical practices.

### Overall summary of progress

A variety of professional learning has been provided across the Waiyarang Community of Schools to develop a deep understanding of utilising Critical and Creative Thinking tools to support student understanding of concepts covered. A scope and sequence has been developed across the community to act as a guide for implementation of the tools. Teachers have now been implementing the tools for writing planning, assessment tasks and to support the learning of HSIE, Science and PD/H.

The Wiripaang Public Programming Handbook has been a work in progress over the last two years. The document now includes information on our agreed practice and non-negotiables that are expected to be evident in classroom programs, day books and plans. The Handbook also includes information on our implementation of PLAT and EAfS expectations and outlines Intervention practices across the school. Resources developed recently include a mathematic language scope and sequence, whole school KLA scope and sequence, learning intentions, sample timetables as well as a whole school assessment strategy.

Students have engaged with goal setting procedures throughout the school, setting their own goals for English and Mathematics and personal areas each term, students have also been reflecting on their goals by completing their own learning report to go home with Semester reports. Students reflect on themselves using the Personal and Social Capabilities, considering their social, personal, and learning achievements for the semester.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Increased engagement of students during key learning time as demonstrated by the reduction of classroom incidents by 20%.	• Classroom incidents were reduced in 2016 by 25% during key learning time	QTSS \$5000  Low level adjustment for disability \$20000
• Monitoring of student progress every five weeks, increasing students achieving at expected levels 20% in Writing.	• Our writing data improved from 2015 to 2016 by more than 20% with more students than ever before achieving expected levels.	See EAfS funding

### Next Steps

- Our school Handbook of agreed practice will be shared with teachers and support staff late Term 2 2017 for analysis and review with the aim of having the document published for the beginning of 2018.
- Our Community of Schools team has begun preparations for our 2017 professional learning event. We will continue looking at critical and creative thinking skills and begin developing project based learning tasks to engage our students.
- Goal setting will continue across the school in 2017 with students reflecting on their learning goals, social and personal skills.

## Strategic Direction 2

'Quality Learning Environment'... safe, positive learning spaces with cutting edge pedagogy.

### Purpose

To create a safe and positive learning environment with systems that support wellbeing for all. Well organised, efficient and connected learning spaces host early transition, Early Action for Success and Powerful Learning Accountable Teaching building explicit instruction, intervention and project based learning. Student engagement is enhanced by improved teacher capacity through targeted professional learning. Student voice and self-direction are evident in learning processes.

### Overall summary of progress

PBL review has been completed. Changes are being made to streamline Wiri fit to ensure that students are settled as they return to class. Components of gross motor skills are to be incorporated as advised by Occupational Therapists for ASPECT who have reviewed and assessed the learning needs of our students.

We have provided PDP professional learning on setting goals and also what was considered to be appropriate evidence to support the meeting of teachers goals. At an executive level we collated the goals of our teachers to look for trends in areas for professional learning and as a result identified mathematics intervention, critical and creative thinking skills and wellbeing were areas of high need. This lead to the provision of TEN training for K-4 staff, PBL class management and Universal Training for identified staff and our Community of Schools Critical and Creative Thinking Skills workshops.

Lesson Study provided opportunities for effective classroom feedback for all staff. This year we trialed videos of practice where six volunteer teachers videoed their mathematics lessons. The teachers then met and shared their videos pausing to discuss and provide feedback on teaching strategies, class discussions and evidence of high order thinking skills.

### 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"><li>• An increase of 50% of school based TPL to be aligned with the Australian Teaching Standards and linked as non-registered accredited hours on MyPL.</li></ul>	<ul style="list-style-type: none"><li>• Stage meetings and data sharing sessions have been registered on myPL as non-registered courses.</li></ul>	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li></ul>
<ul style="list-style-type: none"><li>• Teaching Staff produce and implement a personal Performance and Development Plan each year</li></ul>	<ul style="list-style-type: none"><li>• All staff developed and reviewed their PDP goals supported by their stage supervisor.</li></ul>	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$5000.00)</li></ul>
<ul style="list-style-type: none"><li>• Increase percentage of staff trained in L3, L3 Stage One and TEN by 30% each year.</li></ul>	ALI current K-2 Staff have recieved L3, L3 Stage 1 and TEN training resulting in 25% of permanent and 15% temporary staff being trained.	\$15000 Casual Cover

### Next Steps

- 2017 will see the remaining teachers in the school trained in TEN.
- We have committed to continuing with OPL for any L3 and L3 Stage 1 trained teachers into the future.
- Any new staff commencing K-2 in 2017 will require TEN, L3 and L3 Stage 1 training.
- Our Instructional Leader will support the implementation of the above programs in K-3 classrooms.



## Strategic Direction 3

'Engaged Learning Communities'... collaborative approaches for student success.

### Purpose

We are committed to connecting with communities and creating strong positive partnerships that bring mutual benefits to maximise student achievement. As part of the Waiyarang Community of Schools, we are committed to the sharing of expertise and resources for the benefit of all our students and stakeholders. We share community aspirations and as public schools we are focused on providing the best educational opportunities for responsible citizenship and student success.

### Overall summary of progress

We started our transition information sharing early this year by providing information folders to the 11 preschools and long day care centres in our community. In these folders each school provided flyers, zone maps and information on each schools transition programs. These folders remain in the Early Childhood centers as a resource for the educators and parents interested in attending our schools.

This year saw our second annual transition event for our Community of Schools. All parents zoned for Windale, Mount Hutton and Wiripaang Public Schools were invited to attend and information session that shared information on school readiness, Positive Behaviour for Learning, Speech Therapy and also developmental milestones for gross motor skills.

A post survey on preferred communication methods was performed by our CLO at the end of 2016. Parents and community members were asked to determine if they preferred paper or digital newsletters, if they relied more on Sentral messages, class dojo or Face Book and whether they utilised the Waiyarang COS app. Our survey indicated that parents preferred the paper newsletter and wanted to engage more with teacher messages on dojo and school messages on face book.

### 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"><li>Increased community communication levels by 20% utilising average weekly unique views through digital and social media.</li></ul>	Our community communication levels via our website, face book and Waiyarang app has maintained for 2016.	RAM funded CLO position 3 days a week.
<ul style="list-style-type: none"><li>Tell Them from Me Survey established as baseline data in 2015 for future comparison.</li></ul>	<ul style="list-style-type: none"><li>86% of our Year 4 to 6 students indicated that they feel accepted and valued by the school community which is 5% above the NSW average.</li><li>94% indicate that they believe education will benefit them personally and economically thus giving them a strong bearing for their future, this was on par with the NSW average.</li></ul>	

### Next Steps

Changes to our communication methods for 2017:

- Changing the format of our newsletters to make them more succinct and visually engaging with photographs and visuals.
- Move from dojo to See Saw to share classroom success of our students and also to provide a format for teachers and parents to communicate via messaging.
- Amp up our communication on Facebook, sharing good news stories and upcoming events.
- Feedback from parents indicated that the Waiyarang Schools app was difficult to navigate and confusing so next year will see the launch of the Wiripaang Public School app.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Built into the school based Professional Development, Programming, Assessing and Reporting platforms is the active collection, analysis and sharing of qualitative and quantitative data for Aboriginal students. Teachers and support staff use this data to discuss with families the development and implementation of personalised learning and pathways for students, as well as supporting the students through transition points.</p> <p>Executive staff and our AEO work closely with families and community members in the strategic priorities that influence the school vision and school plan.</p>	\$64 981
<b>Low level adjustment for disability</b>	<p>Students have engaged with goal setting procedures throughout the school, setting their own goals for Literacy, Numeracy and personal areas each term, students have also been reflecting on their goals by completing their own learning report to go home with Semester reports. Students reflect on themselves using the Personal and Social Capabilities, considering their social, personal, and learning achievements for the semester.</p> <p>Teachers have refined the goals set by students for all Tier 2 and 3 students, these goals have been stored on Sentral and also the cloud. Records of adjustments are also evident in teachers programs, days books and intervention programs.</p> <p>Through EAfS, goal setting letters have been sent home to let parents know students goals as well as intervention processes that would be occurring during teaching and learning and learning time.</p> <p>In our Support Unit, teachers met with parents and carers for annual goal setting meetings at the beginning of the year as well as during review meetings .</p>	\$16 2812
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Waiyarang Community of Schools worked together in 2016 to develop some professional learning to support teachers understanding of the accreditation process, lesson observations and maintaining at the proficient level of the Australian Teaching Standards.</p> <p>At a school level we provided professional learning on setting goals and also what was considered to be appropriate evidence to support the meeting of teachers goals.</p> <p>At an executive level we collated the goals of our teachers to look for trends in areas for professional learning and as a result identified mathematics intervention, critical and creative thinking skills and well being were areas of high need. This lead to the provision of TEN</p>	<p>QTSS 0.1 Allocation</p> <p>\$10 000</p>



<b>Quality Teaching, Successful Students (QTSS)</b>	<p>training for K–4 staff, PBL class management and Universal Training for identified staff and our Community of Schools Critical and Creative Thinking Skills workshops.</p> <p>Lesson Study provided opportunities for effective classroom feedback for all staff. This year we trialed videos of practice where six volunteer teachers videoed their mathematics lessons. The teachers then met and shared their videos pausing to discuss and provide feedback on teaching strategies, class discussions and evidence of high order thinking skills.</p>	<p>QTSS 0.1 Allocation</p> <p>\$10 000</p>
<b>Socio–economic background</b>	<p>Employment of school learning support officers and additional interventionist teachers has supported the varied tiered intervention and bolstered students literacy and numeracy levels.</p> <p>Teachers measure the impact of teaching, classroom practice and adjustments made and interventions implemented. Teachers and interventionists engage in regular discussions around student achievement and make appropriate changes to class programs and teaching practices.</p> <p>Support with Speech Therapy and Occupational Therapy occur on a daily basis to targeted students has improved access to curriculum and student performance.</p> <p>Strategic use of technologies has assisted student learning in literacy and numeracy.</p>	<p>\$444 262</p>
<b>Support for beginning teachers</b>	<p>1. Reduced teaching loads:At the beginning of our Beginning Teachers Support Program (BTSP) we gave our beginning teachers extra release. After initial evaluations we have changed to scheduled BTSP days – our initial teachers suggested this would be a better model as they felt they wanted more time on class for consistency reasons. 2. Ongoing feedback and mentoring:Mentoring days were organised to line up with our QTSS funding days so that our beginning teachers had the QTSS AP to provide support during this time. Initially the teachers decided what would be discussed and worked on, then supervisors made recommendations on areas that they felt needed supporting. We have organized mentoring days where the mentor and beginning teachers have a half day together then the beginning teachers have the rest of the day to work on what has been covered.3. Mentoring and collaborative practices. At the end of each term Stage planning days where beginning teachers could work collegially with their Stage teams to develop rich English and mathematics programs for the following term. We also used this money to support our lesson study program. We have also scheduled BTSP support days to have all BTSP teachers together working on mandatory PL as well as other areas determined by the beginning teachers</p>	<p>\$16 000</p>

<b>Support for beginning teachers</b>	including micro skills for classroom management, English concepts and reporting.4. Professional learning Our BT teachers used this money for teacher identified PL that was linked to their PDP goals e.g FoR, L3, PBL universal classrooms, NAPLAN simulated marking, implementing geography syllabus.	\$16 000
<b>Early Action for Success</b>	A variety of training opportunities have been provided to our K–3 staff to ensure that high quality teaching and learning practices are evident in our classrooms. L3 training, L3 stage 1 initial training was delivered as well as OPL for both programs. All K–3 staff have also been TEN trained this year and this is evident in all classrooms, programs and walls that teach.Monitoring of student progress indicated that our writing data has improved with 20% more students achieving at expected levels.All students are now writing their own learning goals for English and Mathematics that are visible on learning walls and students are able to articulate their writing cluster and what they need to do to move to the next cluster.	\$14000 Innovation Grant 0.61 Teacher Allocation Instructional Leader 0.2

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	103	117	122	119
Girls	91	105	106	114

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.7	93.4	90.2	90.9
1	89.5	92.3	89.2	89.9
2	91.3	90.5	86	90.3
3	90.9	91.2	87.7	89.3
4	91.9	91.3	86.9	85.1
5	87.2	89.9	88.1	91.2
6	86.6	88.1	88.9	86.3
All Years	89.6	91	88.1	88.9
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
KC	19
K/1P	17
1/2B	23
1/2G	23
3/6M	18
3/4B	24
3/4	24
5/6T	24
5/6D	25

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.03
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration & Support Staff	6.42
Other Positions	1.4

\*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	13

# 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.

During Semester 1 of 2016, the school operated under OASIS. The school undertook a strategic planning process for the expenditure of global and tied funds. The school undertook preparations for transition and rollover on June 8th 2016, for commencement of SAPL/SALM on June 14th 2016.

Income	\$
<b>Balance brought forward</b>	<b>201 102.74</b>
Global funds	90 516.91
Tied funds	377 076.86
School & community sources	29 433.32
Interest	3 445.25
Trust receipts	8 520.00
Canteen	0.00
<b>Total income</b>	<b>710 095.08</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 883.50
Excursions	6 166.73
Extracurricular dissections	27 094.22
Library	1 015.26
Training & development	100.00
Tied funds	284 894.77
Short term relief	16 693.40
Administration & office	41 853.50
School-operated canteen	0.00
Utilities	19 039.02
Maintenance	5 484.94
Trust accounts	10 118.25
Capital programs	0.00
<b>Total expenditure</b>	<b>418 343.59</b>
<b>Balance carried forward</b>	<b>291 751.49</b>

The information provided in the financial summary includes reporting from 14th June 2016 to 31 December 2016. Any funds remaining in Tied and RAM Equity loading, that were committed for expenditure after rollover, were amalgamated into (2a)Appropriate.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	<b>778 780.87</b>
(2a) Appropriation	737 673.09
(2b) Sale of Goods and Services	747.28
(2c) Grants and Contributions	39 986.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	373.78
<b>Expenses</b>	<b>-561 913.33</b>
Recurrent Expenses	-561 913.33
(3a) Employee Related	-370 603.92
(3b) Operating Expenses	-191 309.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>216 867.54</b>
<b>Balance Carried Forward</b>	<b>216 867.54</b>

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.

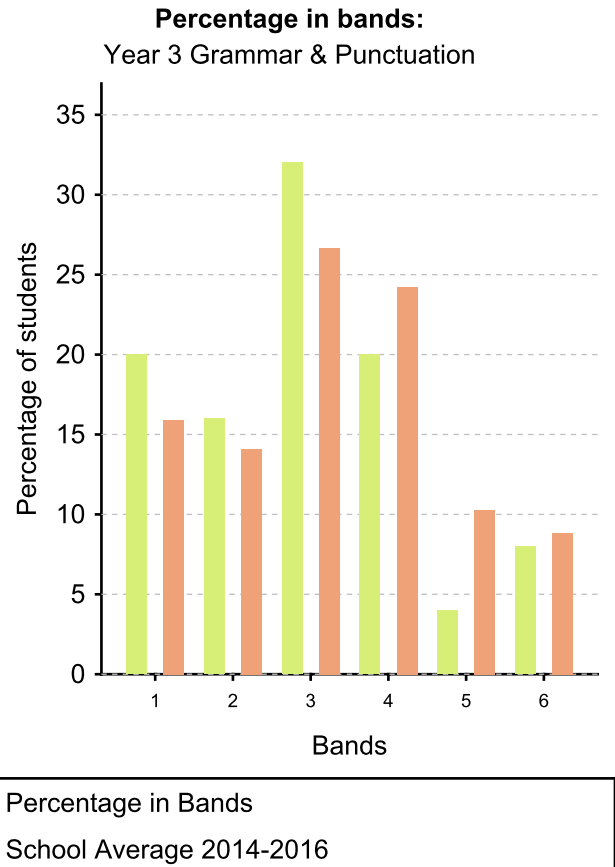
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	<b>1 526 795.15</b>
Base Per Capita	13 435.66
Base Location	0.00
Other Base	1 513 359.50
<b>Equity Total</b>	<b>678 203.91</b>
Equity Aboriginal	69 761.62
Equity Socio economic	444 261.57
Equity Language	1 368.66
Equity Disability	162 812.06
<b>Targeted Total</b>	<b>580 873.46</b>
<b>Other Total</b>	<b>195 285.66</b>
<b>Grand Total</b>	<b>2 981 158.18</b>

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.

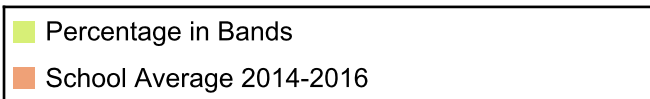
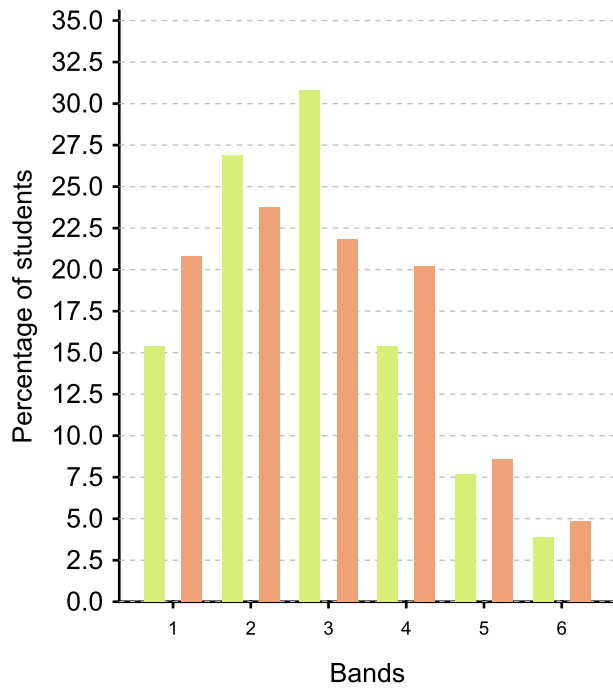
## School performance

### NAPLAN

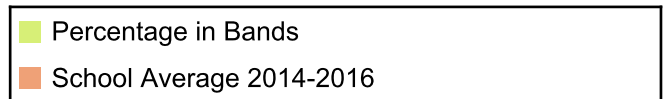
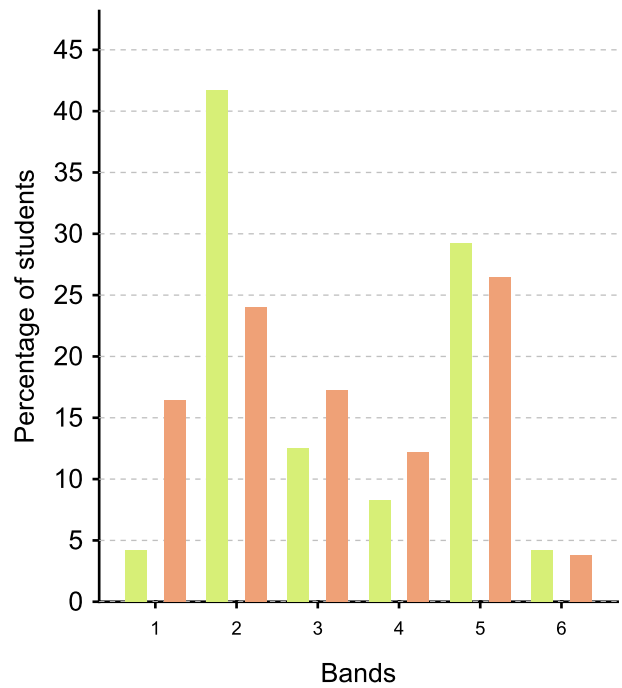
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



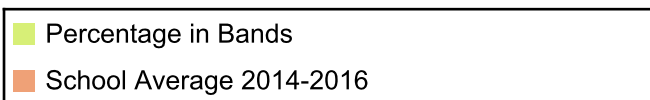
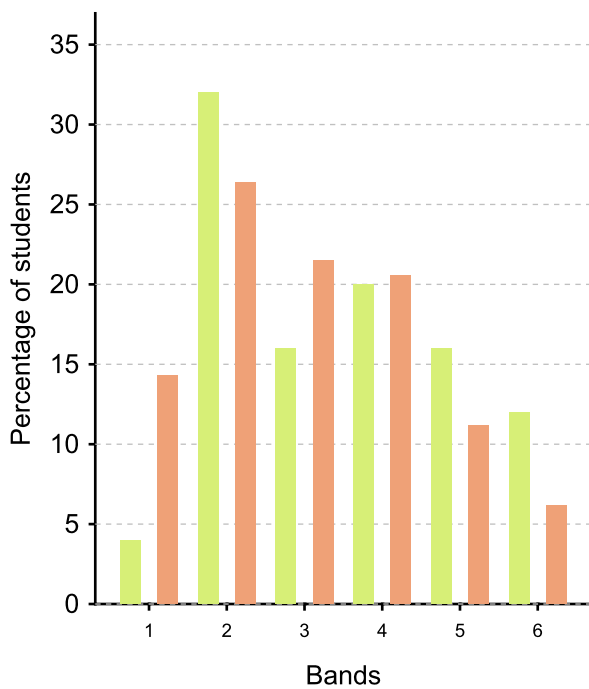
**Percentage in bands:**  
Year 3 Reading



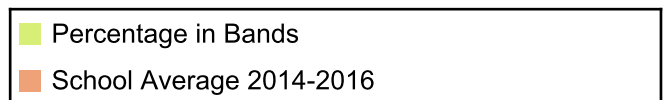
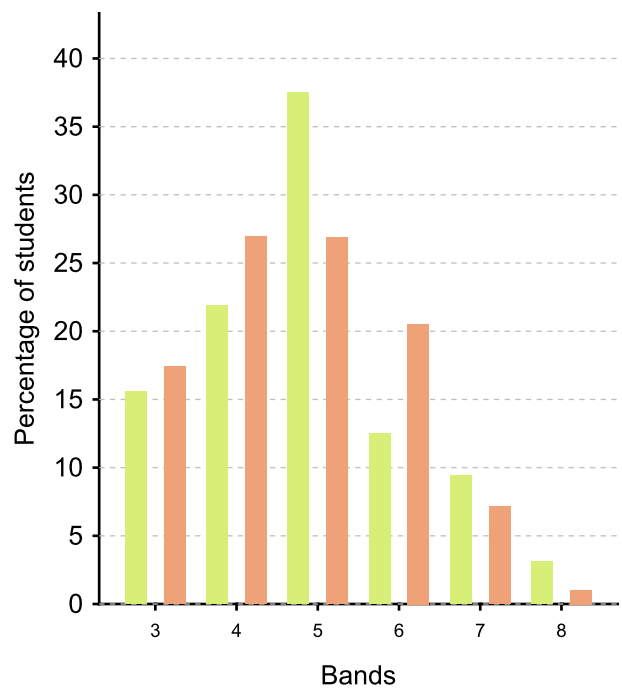
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling

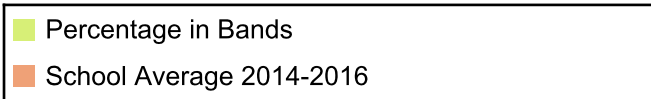
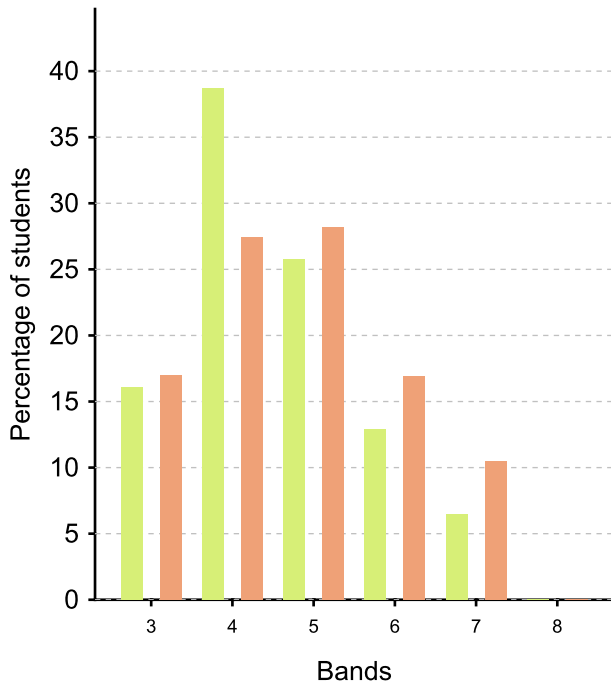


**Percentage in bands:**  
Year 5 Grammar & Punctuation

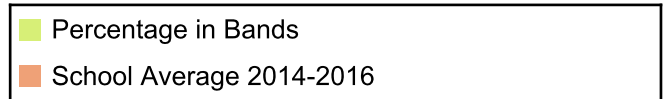
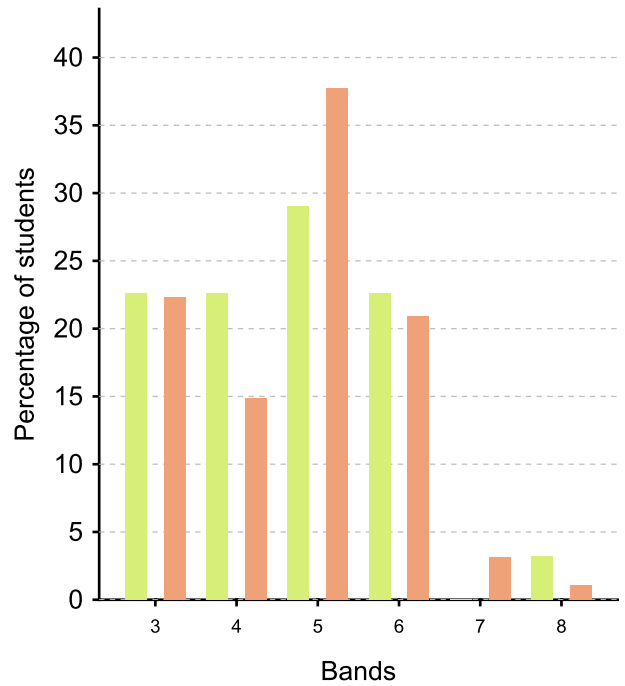




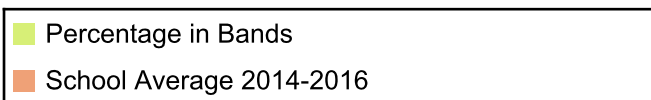
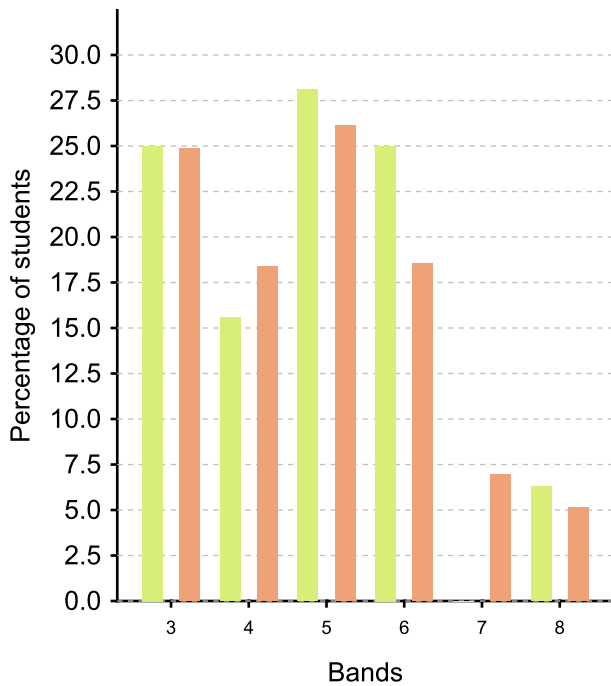
**Percentage in bands:**  
Year 5 Reading



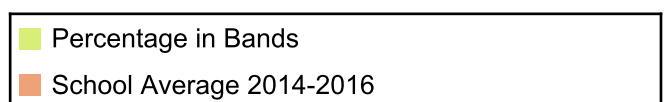
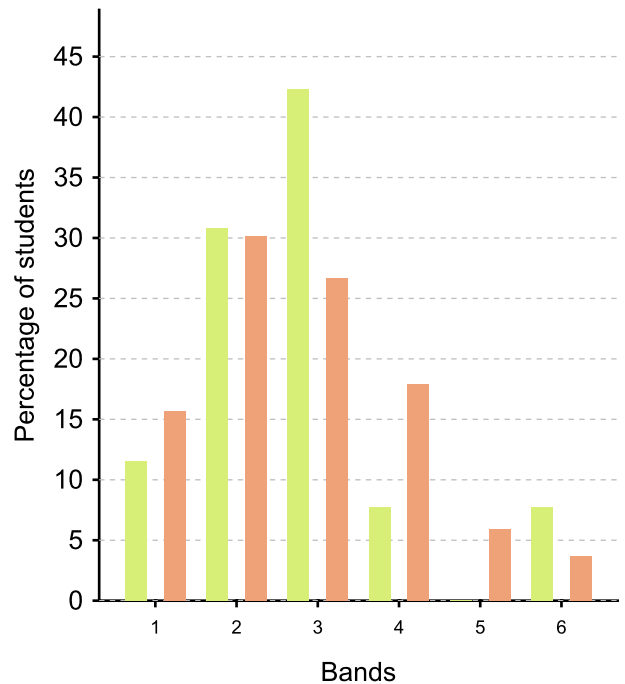
**Percentage in bands:**  
Year 5 Writing



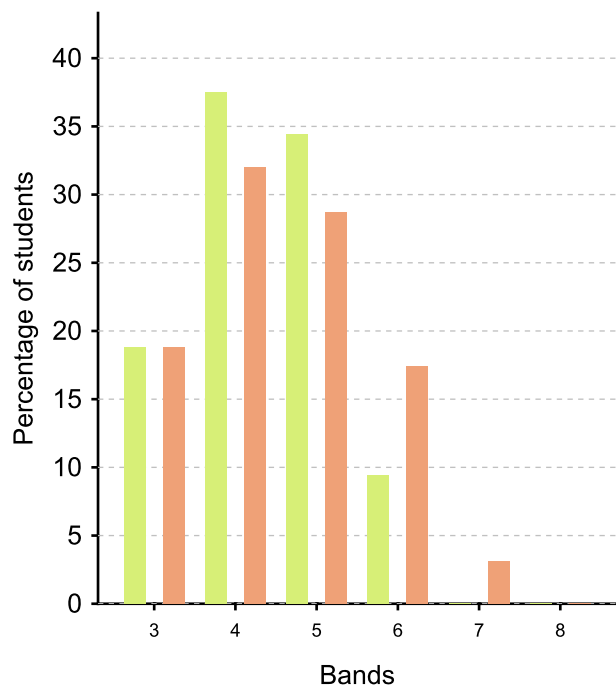
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

Family and community networks are satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups and provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families.

The school uses the P&C as the central consultation group, hosting meetings, to discuss programs and policies, gain their ideas and feedback.

Families and community members are invited to participate in school wide training programs across the school. Parents participate in reviewing target areas such as communication methods, uniform suggestions, canteen support and student engagement opportunities.

The School Community are active participants in the Tell Them From Me survey and are highly engaged in sporting activities across the school.

## Policy requirements

### Aboriginal education

During the past year staff have incorporated the Aboriginal Eight Ways of Learning into class programs. Along with staff members, the Aboriginal Education Officer has attended training such as Connecting to Country in order to provide an Aboriginal perspective in both traditional and cultural aspects. These activities are provided at the request of teacher(s) discretion and timetabling. Assistance is provided through our AEO in the formation of Personalised Learning Plans. We continue to build on and strengthen the relationship between the Hunter Sports High School and their cultural programs.

The introduction of Aboriginal Dance was made a high priority for 2016 and with the support of an Aboriginal Dance teacher we were able to perform during the opening of our schools 'Yarning Circle' which was completed and supported by both Aboriginal and Non Aboriginal staff and community members. NAIDOC Day celebrations were focused at school with classes rotating around different cultural activities as a well as an exciting Aboriginal Science performance called Jolly Bops. This was then followed by a fashion parade of Aboriginal clothing which was worn proudly by Aboriginal and non Aboriginal students at the school. The students appreciated the impact of Aboriginal culture on fashion and were totally engaged in the experience.

### Multicultural and anti-racism education

At Wiripaang Public School, Community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding. This is supported by the provision of teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society.

Wiripaang Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. There was an increase in opportunities for cultural diverse groups to perform for our students and a variety of diverse cultural days such as: NAIDOC day activities at Harmony Day, Special Islander dancers and food tasting that involved community members and the performance of our local Indigenous dance group from Hunter Sport High School. Other cultural programs that ran in Term 3 were BroSpeak for Stage 3 Indigenous Boys and Sista Speak for Stage 3 Girls. Both programs ran for 8 weeks and incorporated a variety of activities including an excursion to important Indigenous sites in Lake Macquarie Area. The ARCO (Anti-Racism Contact Officer) elected a delegate who investigates allegations of racism from any cultural group or individual. PBL wellbeing lessons have also promoted anti-racism education for all classes and students.