

# Wingham Brush Public School

## Annual Report



2016



4575



## Introduction

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

Kylie Seaman

Principal

## School contact details

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## Message from the Principal

I am delighted by the school's strong reputation for providing excellent educational opportunities through an academically focused learning and teaching program that is balanced by rich opportunities in sport, culture and performance. This is made possible through the commitment and dedication of staff, parents and the local community working together to provide a wealth of opportunities and quality service.

The happiest and most successful students are those with the motivation and effort to learn and a strong sense of personal achievement. In 2016 we have been committed to promoting the core values of Respect, Responsibility and Resilience. Our school target in Positive Behaviour for Learning continues to improve outcomes for all students by acknowledging the link between positive behaviour and enhanced learning. Our mascot Brushie was born. Our major emphasis on student well-being culminated in the explicit teaching of micro-lessons around our expectations of student behaviour. What we do each day has a positive impact on the futures of the young people in our care and, therefore, bodes well for the future of our world. Our students are world-changers. We acknowledge through awards and student performance, academic achievement, citizenship, student potential, a commitment to excellence and student leadership. We reflect on the year past and share the schools successes, achievements and plans for the future. I am very proud and honoured to have completed my first year as principal at this wonderful school.

Our staff are deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them. To do this takes determination, hard work and a commitment to the pursuit of excellence. I thank all of our teaching and support staff who have invested so much of themselves and their tremendous expertise in the pursuit of this vision for the benefit of our students and our school. I count myself extremely privileged to work with such a dedicated team.

To all parents and caregivers, I thank you for your passionate support of all things Brush and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education. Our P&C have given tirelessly of their time and expertise for the enormous benefit of our students, providing valuable services and resources to our school. Thank you for your continued commitment and generosity.

I am so impressed with the way our students embrace the strengths and value the differences in each other. Our school tone is calm and welcoming. There is a positive and heartening vibe throughout the school as I visit classrooms, walk through the playground and engage with our students. We strive to provide a balanced curriculum that caters for all students, as well as extra-curricular activities that provide for a range of interests and talents. I am very proud of the achievement of all students in academic, cultural and sporting domains throughout the year.

Mrs Kylie Seaman



## School background

### School vision statement

We believe that Wingham Brush Public School should be a safe and friendly place where our school community values learning and achieving in all areas of school life. People at our school should be respectful and take responsibility for their actions.

### School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. There is also an environmentally sensitive area attached to our school called Wingham Brush – a small pocket of rainforest with attractive boardwalks and is also home to a large colony of grey-headed flying foxes.

Within the school grounds there is an Environmental Education Centre which can be used by other schools when visiting the very popular Wingham Brush environmental area. The town is situated 12 km west of Taree.

School structure consists of 8 regular and multi-grade classes. Each classroom is equipped with Smartboard technology supporting quality teaching and providing a modern learning environment for all students in our heritage buildings.

The school's Family Occupation and Educational Index (FOEI) is 139 which indicates quite a significant level of disadvantage. There is a small proportion of students with Aboriginal background.

## 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.

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.

In Learning we have focused primarily on the elements of *Learning Culture* and *Curriculum and Learning*. Change has been implemented through a renewed focus on curriculum differentiation for our students. Teachers' learning plans reflect differentiated lessons which are formed from a critical analysis of data. Teachers regularly examine student performance data with a focus on formative assessment as evidenced by the recording of PLAN data. School intervention programs addressing specific student needs have improved student self-esteem, engagement and increase in students achieving targeted outcomes. Programs address several areas of the curriculum with multiple programs, such as Jolly Early Reading Program, Multilit, L3, QuickSmart and social skills programs available to support students.

In Teaching we have focused primarily on the elements of *Effective Classroom Practice*; *Data Skills and Use*; and *Professional Standards*. Change has been supported through the implementation of the Department of Education Performance and Development Framework and associated requirements including all staff developing individual performance and development plans and engaging in a series of lesson observation and feedback activities. Staff members have developed meaningful professional learning goals associated with Departmental priorities and our school plan and linked with the Australian Teaching Standards.

In the domain of Leading, our priorities have been to improve leadership and management processes. The implementation of Tell Them from Me survey for staff, parents and students has provided valuable data to assist in planning, and assessing the school's achievements and has had a substantial impact on the direction of the school plan. Consistency, collaboration with all stakeholders and monitoring of effectiveness of the key strategic directions throughout the year will continue to be addressed. 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.



Our focus has primarily been on wellbeing and learning culture. All staff understand that student engagement and learning are related. These priorities have been developed through the establishment of the Positive Behaviour for Learning Team.

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

The provision of high– quality, engaging learning opportunities.

### Purpose

To improve student learning outcomes in literacy and numeracy through the delivery of consistent, high–quality teaching practice.

### Overall summary of progress

Teaching staff were provided with opportunities to engage in regular professional learning with their stage leader. The direction, content and focus areas were determined according to several factors. These included teachers Performance Development Plan goals, the school plan strategic directions and the analysis of trend data. Focus areas were specific to the teacher's personal goals and systemic goals of the school. Continuums analysis and plotting on PLAN developed the teacher's skills in identifying areas of student needs and determining the direction of their learning, specifically in writing. Regular professional development consistent teacher judgement and maintained a focus on the specific areas and encouraged a collaborative effort amongst staff.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 5% increase of students, over a three year period, on average, performing at proficiency standard in literacy	Teachers engaged in professional learning on the implementation of the new syllabus and impact on programming.	Release staff to undertake professional development in literacy/numeracy.  \$6,400
Learning programs reflect identified areas for development in students' learning and differentiated learning activities.	Personalised Learning Plans address the targeted areas of needs for specific students. Collaboratively these areas have been addressed with the support of the Learning Support Team(LST), Learning and Support Teacher(LaST), parents and teacher.	\$2,500
Trend NAPLAN growth data indicates 70% of students greater than or equal to expected growth.	On average, forty–four percent of year 5 students achieved expected growth in reading measured in the NAPLAN. Fifty–two percent of Year 5 student's achieved an expected growth in Numeracy.	NIL

### Next Steps

Continue to build teachers confidence, skills, knowledge and understanding of the NSW syllabus documents and Literacy and Numeracy continuums. Developing a deeper understanding in the staff, of evidence based data and how it impacts on all aspects of teaching and learning.

Syllabus updates and programming will be ongoing in 2017.

Implement the Early Action for Success initiative including Year 3 data collection and analysis and ensure training for all Early Stage 1 and Stage 1 for L3 occurs.

Staff to refine the Assessment and reporting structures to enable stage reporting, and to focus on collaborative goal setting with student input.



## Strategic Direction 2

A clear focus on teacher and leadership learning.

### Purpose

The mandated Performance and Development Framework for Principals and Teachers is a tool for staff to achieve desired professional growth.

### Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and plan for growth.

All staff completed and collaboratively established performance development goals that were used to guide the focus and direction of their regular professional development with stage leaders. Staff evaluated their PDP's at the completion of the year to determine their future focus and success of their goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff are able to evidence professional learning through their Performance Development Plans	100% of staff completed performance development Plans and evaluated their progress.  Performance Development plans were developed, focusing on school target areas and personal areas for growth and interest. goals were monitored by supervising staff and observations, informal and formal reports were conducted.  Professional dialogue enhanced collective practice..	\$6,500
External assessment highlights improved engagement of students.	83 students from Year 4 to6 completed the Tell Them From Me(TTFM) survey.  75% of students felt that they were encouraged to learn and felt the school appreciated them as a student.	NIL

### Next Steps

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

Engage and collaborate with staff in the school plan and the milestones, to guide aspects of their Performance Development Plan.

To provide consistent professional development in the areas of literacy and differentiated learning delivered through development days and planned training throughout the terms.

Staff to continue to investigate evidence based practices to enhance quality teaching and learning and assist in improvement of student outcomes. Staff to enhance innovative practice with engagement with higher order strategies to develop reflective practice, problem solving and critical thinking strategies.



### Strategic Direction 3

Enhance student wellbeing creating a more positive, safe and enjoyable learning culture.

### Purpose

Students are supported through a school-wide focus on student equity, communication, well-being and welfare programs.

### Overall summary of progress

Our continued school-wide focus on positive behaviour for learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student's wellbeing and learning culture. The PBL team consisting of the principal, teachers, SLSOs and parents have reinforced, with the whole school community, the three core values, Respect, Responsibility and Resilience.

Staff have developed a deeper understanding of the common purpose and approach to student welfare. A clear set of positive expectations and behaviours have been established through the Behaviour Expectations Matrix. This is being shared and further developed to specifically address areas and behaviours of need. Explicit lessons have been taught across the school, addressing the specific areas of the behaviour matrix.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students, staff and parents are able to recall the three fundamental PBL values and give examples of what they might look like in various areas of the school	Positive Behaviour for Learning Program (PBL) is becoming embedded in staff and communication meetings as a positive and consistent approach to student welfare in all settings within the school.  Core values and Behaviour Expectations Matrix have been developed for all areas of the playground setting.  Staff are engaged in professional learning and development of resources and strategies to effectively implement PBL., including explicitly taught mini lessons.	\$3,500
PBL survey responses indicate a consistent approach to managing student behaviours	PBL action plan has been designed and implementation has begun using data from surveys in conjunction with staff, parents and students.  A score of 7.3/10 in collaboration, specifically talking with teachers about strategies that increase student engagement.	NIL

### Next Steps

PBL team to develop a new action plan for 2017 and set priorities in line with the school targets. Intensify the interest of our parents by increasing involvement in our events and strengthening what we have already established.

Staff to investigate the Wellbeing framework to revise and review the student well being policy, with a focus on PBL strategies, behaviour matrix and the continuum of support flow chart.

The school will continue to provide newsletters on a weekly basis, and update Skoolbag to keep parents and the community informed.

Building increasing networks with other schools and across stages for opportunities for professional dialogue and cross pollination of ideas.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All Aboriginal students are making sound progress across the Literacy and Numeracy continuums. Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students. School learning support officers and learning support teachers delivered intervention programs on a small group basis to targeted students.	\$7725  • Aboriginal background loading (\$6 300.00)
<b>Low level adjustment for disability</b>	All students requiring adjustments and accommodations are catered for within the school. Targeted students were referred for learning support this year, in addition to students on recurring monitoring. Learning Support officers were employed to assist student learning in a variety of learning areas across all stages. This assistance ranged from improving social skills to additional support across the curriculum areas. SLSO's were employed to support students in both the school setting and to access extra-curricular activities.	\$6,600  • Low level adjustment for disability (\$10 400.00)
<b>Socio-economic background</b>	Enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes. Funding was used to support the QuickSmart mathematics program which aims to improve automaticity of mathematical calculations by students. Funding was applied to the operation of the Multilit (Literacy) program. Both these intervention programs had pleasing outcomes evidenced in the NAPLAN results and higher levels of engagement and participation in all areas. Considerable funds were expended supporting staff in their professional development including writing, student learning plans, the Literacy and Numeracy Continuums and data analysis, teacher professional development plans.	\$81,300  • Socio-economic background (\$66 000.00)
<b>Support for beginning teachers</b>	All beginning permanent teachers in the first two years of their career were provided with access to additional support, professional development and mentoring time with their supervisors.	\$4000  • Support for beginning teachers (\$0.00)



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	119	109	106	96
Girls	114	116	108	101

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	94.8	95.9	96
1	92.5	92	91.7	94.9
2	94.1	93.8	91.2	92.5
3	94.5	92.8	93.3	92.1
4	94.5	91.2	92.9	94.9
5	91.6	94.4	91.8	93.6
6	92.3	93.1	93.9	91.9
All Years	93.1	93.4	93	93.7
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration & Support Staff	2.12
Other Positions	0.08

\*Full Time Equivalent

There are no staff members of Aboriginal or Torres Strait Islander descent.

### 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	0

### Professional learning and teacher accreditation

The teaching staff at Wingham Brush Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan.

As well staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Wingham Brush PS has two new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. While 2 of our new scheme teachers are maintaining accreditation at Proficient level.



## 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	\$
<b>Balance brought forward</b>	<b>283 969.13</b>
Global funds	141 649.14
Tied funds	288 651.65
School & community sources	24 068.10
Interest	5 999.61
Trust receipts	9 636.65
Canteen	0.00
<b>Total income</b>	<b>753 974.28</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	18 748.25
Excursions	1 490.91
Extracurricular dissections	15 886.10
Library	3 687.35
Training & development	1 009.27
Tied funds	308 121.47
Short term relief	25 683.23
Administration & office	27 600.09
School-operated canteen	0.00
Utilities	29 837.70
Maintenance	15 581.46
Trust accounts	10 806.65
Capital programs	32 540.82
<b>Total expenditure</b>	<b>490 993.30</b>
<b>Balance carried forward</b>	<b>262 980.98</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.

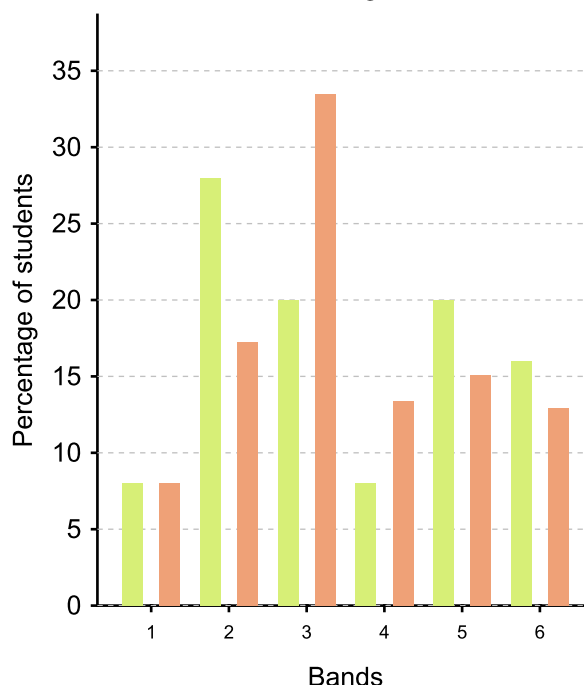
## School performance

### 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.

Wingham Brush Public School has analysed the NAPLAN Literacy data and identified areas of strength. Areas for improvement have also been identified and form the foundation for the school's strategic planning.

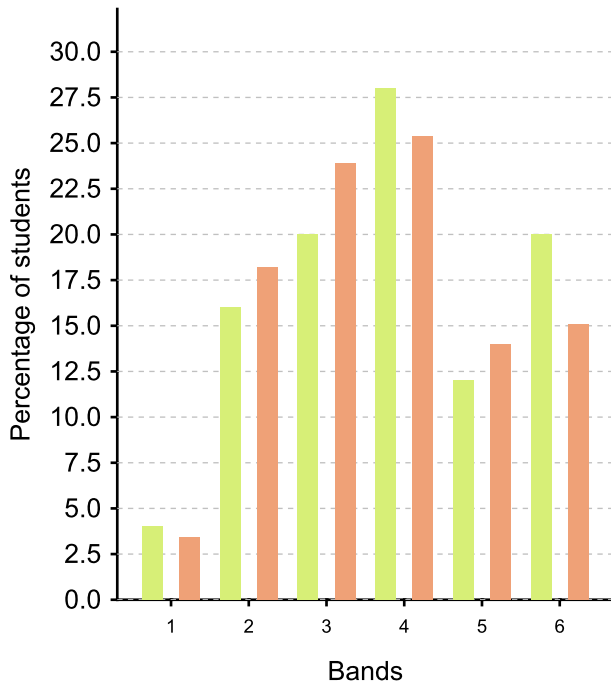
**Percentage in bands:**  
Year 3 Reading



■ Percentage in Bands  
■ School Average 2014-2016

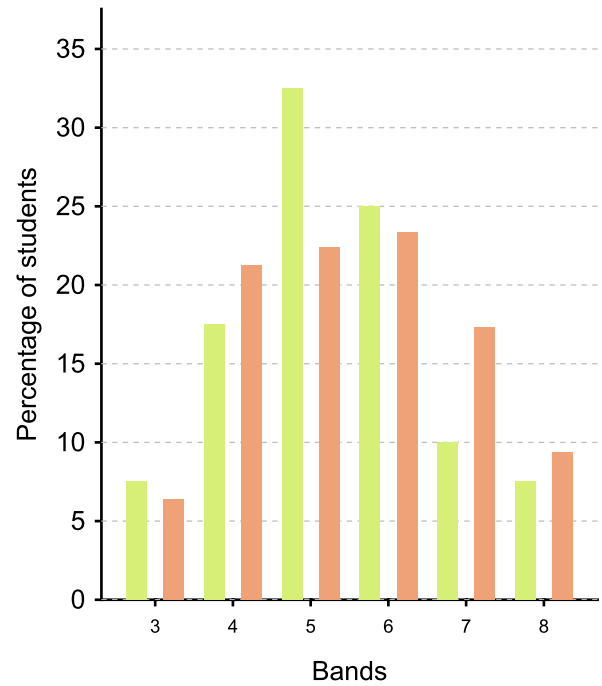


**Percentage in bands:**  
Year 3 Spelling



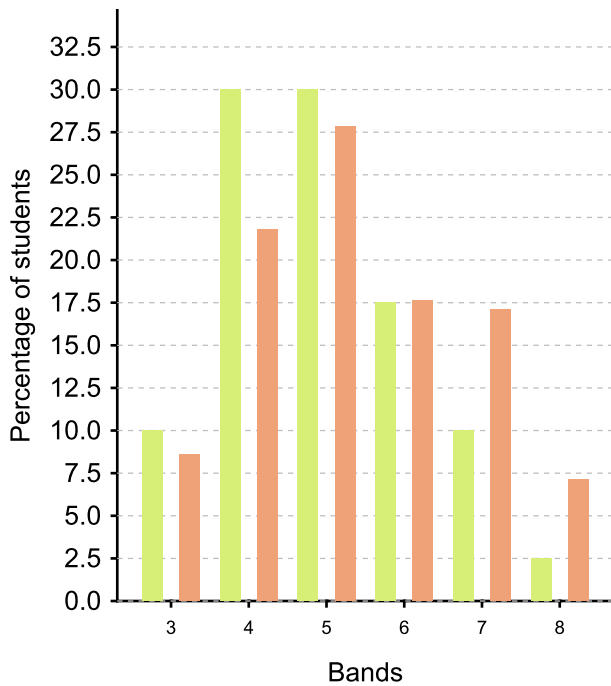
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Spelling



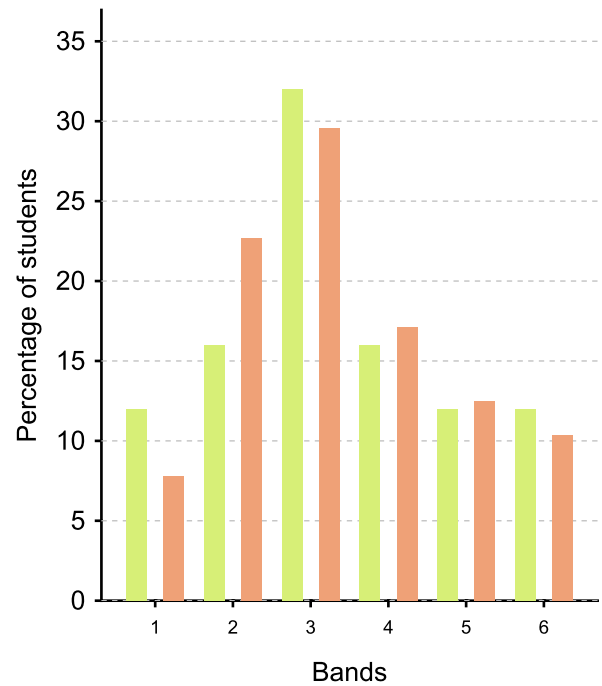
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2014-2016

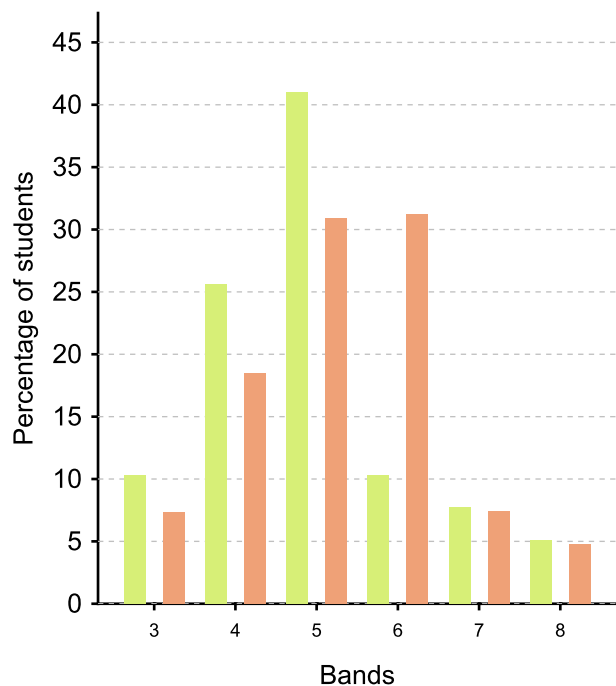
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016



Percentage in bands:  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

As part of the Premier's Priorities we are required to report on student performance for the top two NAPLAN bands in reading and numeracy.

- In Year 3 Reading 2016 36% of students were placed in the top two bands. 40% of Aboriginal students were placed in the top two bands in reading. In Year 3 Numeracy 2016 24% of students were in the top two bands and 20% of Aboriginal students were placed in the top two bands.
- In Year 5 Reading 2016 12.5% of students were placed in the top two bands. No Aboriginal students were placed in the top two bands. In Year 5 Numeracy 2016 12.8% of students were placed in the top two bands and zero Aboriginal students were placed in the top two bands.

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

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2016, Wingham Brush Public School conducted surveys to gather information about school culture. Students completed surveys electronically and parents used the *Skoolbag* application to answer questions about the school.

Eighty-three students from years 4 to 6 completed the survey. Only 9 parents responded to the survey, therefore, with insufficient data it is difficult to establish a clear picture or conclusion of the parents' perspectives.

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive Teacher-Student Relations were rated 8/10 by the students. There was a positive response to how often students are praised and rewarded for their success.
- Many students need help in developing positive friendships and resolving conflicts in constructive ways. Teacher professional learning on cooperative group work, technology and differentiated learning will increase the focus on catering for the learning styles and diverse learning needs and interests of all students.

## Policy requirements

### Aboriginal education

Wingham Brush Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

We promote respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- Celebration through NAIDOC day activities in collaboration with the high school and community of Wingham small schools.

In 2016 Wingham Brush public received funding to support the learning of students with an Aboriginal background. Personalised learning plans were developed for all Aboriginal students in consultation with parents and carers.

Significant School Learning Support Officer time enabled students to better engage with classroom lessons and to participate in school wide activities.



Enhanced engagement has resulted in attendance patterns for Aboriginal students in line with those of their non-aboriginal peers. The school is supported by the Taree Aboriginal education Consultative Group and this communication enhances the schools vision for Aboriginal students.

### **Multicultural and anti-racism education**

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. HSIE provides a vehicle to study other cultures, encouraging attitudes of respect for diversity.