

Wingham Public School Annual Report



2016



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Introduction

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

Rita Pittman

Principal

School contact details

Wingham Public School

157 Murray Rd

Wingham, 2429

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

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

6553 4186

Message from the Principal

It gives me great pleasure to report on the many achievements of Wingham Public School during 2016. Our students enjoy success in all areas and are taught by experienced and talented teachers. An enrichment class provided challenging and stimulating learning experiences for our gifted students and the school offered extensive programs and specialised teachers to support students with additional needs. Our school fostered critical–thinking and allowed students to develop strategies and skills that will enable them to adapt in a world that is forever changing. They were encouraged to face the future with confidence. This was nurtured and developed by the highly qualified and committed teaching and non–teaching staff who work together to provide a happy and supportive environment. A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community. The school's shared values cement this partnership. We have comprehensive welfare programs that promote a culture of belonging. We recognise and develop the 'whole child' and believe in providing opportunities for every student to succeed. I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

At Wingham Public School we believe that to achieve success we need to empower students and staff by having high expectations supported by high quality educational programs. We recognise the connection between local learning and global living and that together we can create, discover and succeed. Wingham Public School– Opportunity through empowerment.

School context

Wingham Public School is situated on the town's outskirts. It is distinguished by its well-equipped buildings, facilities and commanding rural views, encompassing an area of 5 hectares. There are 211 families with a total of 320 students. Of these 164 are male and 156 are female. 77 students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index (FOEI) is 131 with 76% of families falling within the lowest two Socio Economic bands. The school structure consisted of 13 classes, 4 are regular and 9 are composite, 2 of which are cross stage classes. The school has benefited from the Early Action for Success (EAFS) initiative, with an instructional leader being appointed in 2014. The school has adopted the EAFS model to develop the capacity of staff in Stage 2 and 3. The school has developed a range of quality programs to meet the needs of the students including; Positive Behaviour for Learning, a comprehensive Aboriginal cultural program, a school wide health and physical education program, a structured social skills program and a Student Representative Council.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning we have identified ourselves as **Sustaining and Growing**.

As a 'Positive Behaviour for Learning' (PBL) school, Wingham Public School is mindful of the wellbeing of students. The development of a revised Wellbeing Framework encompassing local guidelines, has led to visible, streamlined, evidence based processes. This led to a common understanding and planned approach to support students.

The revitalisation of the PBL program has resulted in the review and consolidation of the school values. It has renewed the momentum towards achieving a whole school approach to a quality teaching and learning environment.

Wingham Public School has a highly effective Learning Support Team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for.

The establishment of strong practices at key transition points such as preschool to Kindergarten and Stage 3 to Stage 4, has ensured the continuity of learning and engagement for students, the strengthening of professional relationships within the Wingham community and the reciprocal nature of the learning and development for all stakeholders.

At Wingham Public School the practice of using assessments to provide evidence is integral to the process of whole school improvement. This includes the EAFS initiative, the 3–6 Instructional Leadership role and the development of KLA scope and sequences and assessment schedules. This multi levelled approach begins with analysis of internal and external data to establish a clear indication of "where are we now". It continues with a focus on stage, class, small group and individual data analysis. The results of this analysis underpin the planning designed to address "where to next" in order to achieve individual, school and state targets.

The results of this process indicated that in the School Excellence Framework domain of Teaching we have identified ourselves as **Excelling**. As an Early Action for Success school Wingham Public School staff have made significant improvements to Literacy and Numeracy pedagogy. Ongoing professional learning for staff around evidence based practice, Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) has refined the skills of K–2 teachers and has led to demonstrable improvements in Literacy and Numeracy results. Regular use of data and identification for tiered intervention, based on analysis of student learning needs, has become embedded in daily practice for staff. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture. Our commitment to ensuring evidence based practice extends beyond the early years is demonstrated by the employment of a 3–6 Instructional Leader. Data is analysed each term and used as evidence to generate an action plan which includes mentoring, professional learning and planned interventions to improve the achievements of students. As a result, close collaboration exists between the K–2 and 3–6 Instructional Leadership model. A rigorous approach to the professional learning needs of staff is addressed through the systematic processes underpinning our Performance and Development plans. These processes ensure that collaborative endeavours and targeted professional learning become entrenched in school culture. A strong culture of improvement is evident at Wingham Public School as staff goals are aligned with the School Plan and the Australian Professional Standards for Teachers and Principals.

The results of this process indicated that in the School Excellence Framework domain of Leading we have identified ourselves as **Sustaining and Growing**. Wingham Public School has taken a comprehensive approach to strategic planning. By ensuring all stakeholders are involved at each stage of planning we have developed a transparent, inclusive planning process. This process was adopted to develop the 2015–2017 School Plan. The strategic management processes we employ are used to set priorities, focus energy and resources, strengthen operations, ensure that staff and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust the school's direction in response to a changing environment. It is disciplined effort that produces fundamental decisions and actions that shape and guide our school.

Leadership development is essential to building school capacity. Wingham Public School representatives take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities. The Wingham Taree Assistant Principal's Collegial Leadership network is led by our school Assistant Principal. This role involves planning and presenting 70% of the learning content whilst the Principal of our school, as a member of the Collegial Learning Network writing team, plans and presents the leadership component. This is seen to be such an important learning opportunity for school leaders that financial resources are allocated to ensure every school executive attends every meeting. Succession leadership opportunities also exist and are planned for to ensure sustainability of current evidence based practices. We have ensured that a permanent staff member who aspires to leadership has been accredited as a TEN facilitator. The sharing of this expertise with local small schools also demonstrates the leadership development opportunities the school offers staff.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

A globally connected learning environment which provides students with rich learning experiences.

Purpose

To provide high standards of teaching and personalised learning approaches that increases the performance and capabilities of every student. To provide a quality learning environment and enabling technologies to ensure students become creative problem solvers, better communicators and lifelong learners.

Overall summary of progress

The most significant influence of the Early Action for Success (EAFs) strategy has been in the provision of high quality teaching. The evidence based practices of Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) have been implemented to change teacher practice from whole class teaching to differentiated teaching. The Instructional Leader and other experts worked collaboratively with teachers to develop effective practices. A detailed Action Plan was developed every five weeks documenting the five weekly instructional round. Ongoing regular review of student work samples against assessment rubrics ensured that gaps in learning were identified and used to determine learning goals, thus ensuring that students had a clear understanding of how they could improve. Teachers incorporated data analysis in their planning for learning. PLAN data was entered and approved every five weeks. This was analysed by class teachers which resulted in careful monitoring of student achievement against targets. Through collaborative discussions teachers determined their teaching directions for the next five week cycle and reflected on the effectiveness of their teaching efforts.

The school initiative of 3–6 Instructional Leader highlighted the evidence based, inclusive and strategic approach taken by the school. This process was modelled on the EAFs initiative. It involved mentoring, professional learning delivery, data analysis and student intervention. Given the commitment and high expectations of Wingham Public School staff, to complete ongoing professional learning, the need for a 3–6 Instructional Leader was vital to build a quality learning environment. Regular targeted professional learning was a strong feature of the role.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Teachers students and parents will work in collaboration to plan and monitor student learning goals as evidenced in student learning plans including</p> <p>100% Aboriginal students</p> <p>100% students with a disability</p> <p>100% of students identified as requiring intensive support (Tier 3) as indicated by PLAN data</p>	<p>Professional learning was provided for all staff to write effective student plans. 100% of learning plans for Aboriginal students, students with a disability, and students requiring intensive support (Tier 3) were collaboratively written with parents.</p>	<p>Instructional Leader K–2 Intervention Teacher \$106,627.23</p> <p>Professional learning \$6,909.67</p> <p>Full time release for Assistant Principal to mentor/coach 3–6 staff. \$57,232.48</p> <p>Release staff to undertake professional development in the areas of literacy/numeracy. \$14,980.42</p>
<p>80% of students K–6 will achieve appropriate progress as measured by PLAN cluster markers for Literacy and Numeracy</p>	<p>In the aspect of reading 80% of Kindergarten students , 94% of Year 1 students and 81% of Year 2 students achieved EAFs targets. In the aspect of Comprehension 64% of Kindergarten students, 94% of Year 1 students and 81% of Year 2 students achieved EAFs targets. In the aspect of Writing 70% of Kindergartens students, 87% of Year 1 students and 40% of Year 2 students achieved EAFs targets. In the aspect of Early Arithmetical Strategies 94% of Kindergarten students, 97% of Year 1 students and 92% of Year</p>	<p>Instructional Leader Intervention Teacher \$106,627.23</p> <p>Full time release for Assistant Principal to mentor/coach 3–6 staff. \$57,232.48</p> <p>Purchase of literacy</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students K–6 will achieve appropriate progress as measured by PLAN cluster markers for Literacy and Numeracy	2 students achieved EAfS targets. In the aspect of numeral identification 74% of Kindergarten students, 97% of Year 1 students and 77% of Year 2 students achieved EAfS targets. School PLAN data indicates that there was significant growth in Years 3–6 across both Literacy and Numeracy.	resources to support evidence based best practice. \$12,088.22 Additional teacher employed for flexible staffing in Early Stage 1 \$60,808.51
School Excellence Framework: value added data indicates that Wingham Public School is sustaining and growing	In the key quantitative measure of value added data Kindergarten– Year 3 Wingham Public School is below average but not significantly different to other schools. In value added data Year 3 to Year 5 Wingham Public School was Delivering.	Additional intervention time 3–6 \$17,575.18

Next Steps

The next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented are as follows:

- Continue to implement the Early Action for Success initiative including Year 3 data collection and analysis.
- Continue to ensure that staff, parents and students collaboratively develop PLP's for Aboriginal students.
- Continue to ensure that staff, carers and students collaboratively develop ILP's for Out of Home Care (OoHC) students.
- Continue to ensure that students identified as requiring intensive support (Tier 3) as indicated by PLAN data have planned and monitored student learning goals.
- Ensure training for all Early Stage 1 and Stage 1 for L3 occurs.
- Professional learning focused on the teaching of Place Value in all classrooms.
- Engage the whole staff in data collection and tracking systems to ensure evidence based teaching occurs in all classrooms.

Strategic Direction 2

A dynamic, high quality performance and development culture

Purpose

To empower staff as leaders to build on their capacity so that they are involved in planning, developing and monitoring their learning and career pathways. To build on the existing collaborative culture of the school, utilising the experience and expertise of every individual in the team. To ensure that professional learning is aligned with student data, the school plan, and the Performance Development Framework. Quality Teaching is highly regarded, planned for and evaluated on an ongoing basis.

Overall summary of progress

Wingham Public School utilises collaborative practice to support staff through professional learning to improve teaching practice and student outcomes. In 2016 we employed an Instructional Leader 3–6 to support staff in professional learning and embedded current best practice pedagogy in classrooms. Staff have demonstrated a commitment to their ongoing professional growth and all teaching staff completed performance development plans. Regular monitoring and feedback processes were used. This deeper reflective practice guided the ongoing development of all staff at both individual and collective level. Two executive members of staff began the training process to prepare staff in implementing the Focus on Reading program. A school induction program for a beginning teacher was implemented which focused on school orientation, teaching and learning and curriculum planning and implementation. The beginning teacher was supported by a supervisor, mentor, buddy teacher, colleagues and Principal. Distributed leadership practices were employed, with the Kindergarten teacher facilitating TEN training for local area schools. Teaching staff with specific expertise were utilised to strengthen the capacity of other staff by presenting professional learning and modelling best practice in the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All professional learning plans are aligned to student data and the school plan	All staff completed PDP's which are aligned with the school plan. PDP's highlight the teachers need to reflect on practice in order to improve student data.	Full time release for Assistant Principal to mentor/coach 3–6 staff. \$57,232.48 Socio Economic Background Funding \$2415.91 Professional learning global funds \$1095.59
100% of professional learning plans are aligned to the Australian Standards for Teachers.	100% of Performance and Development Plans are aligned to the Australian Professional Standards for teachers. Supervisors have collaborated with staff to ensure that goals fit within the Australian Standards for Teachers.	Professional Learning Allocation \$1620.00
100% of professional learning is in line with the Performance and Development Framework	By analysing staff PDP's, professional learning is developed and presented to assist staff to meet their goals. The school has developed a clear cycle for improving teaching and learning.	Teacher Professional Learning funds \$1334.53
Data indicates that all school professional learning is evaluated.	Processes were initiated to evaluate professional learning and data indicates that staff felt professional learning was valuable throughout the year.	
100% of beginning and early career teachers participate in an induction process	All beginning teachers have completed an induction process specifically designed to their needs. They have been supported by their supervisors and	Beginning Teacher Funds \$8,605.57

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of beginning and early career teachers participate in an induction process	relevant school staff.	Beginning Teacher Funds \$8,605.57
School based evaluation processes demonstrate targeted professional learning is building the capacity and improving the proficiency of teaching staff	Targeted professional learning has resulted in improved practice that is reflected in improved school data.	EAFS training \$38,721.62

Next Steps

The next steps required for 2017 to ensure Strategic Direction 2 is successfully implemented are as follows:

- All teacher professional goals will be collated and analysed to drive the professional learning timetable.
- Non teaching staff participate in professional learning and write Performance and Development Plans, followed by a cyclic review process as per Department of Education procedures.
- Beginning teachers complete school induction process and continue to work towards accreditation.
- Develop a system for casual teachers to ensure regular, mandatory training and accreditation processes occur.
- Implementation of the Learning Management and Business Reform (LMBR).
- Continue building staff capacity to deliver quality teaching and learning by utilising the instructional leadership model in Years 3–6.

Strategic Direction 3

Effective systems and partnerships.

Purpose

We seek to build strong purposeful relationships with parents, community and professional colleagues to ensure our students are successful learners. To ensure that we provide a framework supporting quality, proactive engagement with parents and the community. To provide a comprehensive and inclusive framework to support individual and collective wellbeing.

Overall summary of progress

In 2016 Wingham Public School streamlined and embedded processes that were the foundation for wellbeing across the school. The Wellbeing Framework was drafted to include key policies including Protecting and Supporting Young People, Working With Children Check, Student Behaviour and Discipline Guidelines, Out of Home Care Guidelines, Attendance policy, Anti Bullying policy, Enrolment policy and Learning Support team guidelines.

The Positive Behaviour for Learning (PBL) initiative continued to be implemented. Students designed and chose a PBL mascot and new values signs were designed and purchased for the playground. A parent forum was conducted to determine a playground behaviour matrix.

Parent participation in school programs has been strongly supported. A number of parent and community forums were held, including the Early Learning forum and the PBL forum. Various workshops were presented to parents on Literacy and Numeracy strategies used in the classroom.

Links were strengthened at crucial educational points of preschool and high school with the development and implementation of strategic context based transition plan.

A number of new initiatives were introduced to support students engagement and leadership development. These included the technology club and the formation of the Student Representative Council.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM survey data indicates that 80% of parents agree that they are well informed	Tell Them From Me Surveys were advertised for parents to complete, however, due to an insufficient response there was not enough data to report on.	TTFM Surveys Nil Funds
Attendance of 40 parents and professionals at early learning forums	Parent information sessions and Early Learning Forum were well attended. Professionals from a range of services participated and were highly supportive of the Forum and indicated their willingness in future forums.	Community Consultation Funding \$258.00
Movement on the pre-school to Kindergarten transition matrix.	District preschool indicated that parents were happy with the transition project. More information needed from other child care centres. Need to visit each one individually.	Nil funds
Improvement in initial Best Start data	Instructional leader and intervention teacher worked with the pre-school on a language program for students entering Kindergarten in 2017. Identified preschoolers were engaged in the language program once a week.	Instructional Leader Intervention Teacher
School wellbeing policy ratified by all stakeholders	Work continued on the Wellbeing Framework. Policies included in the framework include the Student Behaviour and Discipline Guidelines, Out of Home Care guidelines, Anti Bullying policy and Positive Behaviour for Learning guidelines.	Nil funds
The school core values are highly	The PBL team have purchased and installed a	Socio Economic

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
visible and identifiable in the school	range of signage that clearly identify the school's core values.	Background funding \$19,000.00
A PBL action plan based on SET, SAS and students and community data is implemented	PBL action plan has been designed and implementation has begun using data from SET and SAS surveys in conjunction with staff, students and community input. A parent forum was held to gather opinions and ideas for the school behaviour matrix.	Community Consultation \$258.00

Next Steps

The next steps required for 2017 to ensure Strategic Direction 3 is successfully implemented are as follows:

- PBL Team sets priorities from the action plan for 2017.
- The school will register for and complete Tell Them From Me Surveys for parents to measure community engagement but to ensure data is available focus groups and interviews may also be utilised.
- Members of the school community and engagement team to complete external training and develop a school action plan.
- Complete wellbeing framework.
- Focus teams develop action plans to embed systematic school processes.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Pathway developed in consultation with parents and students. Wingham Public School offered learning experiences that helped students recognise and respect their cultural identity and diversity. An action plan was developed in consultation with Aboriginal elders and the Aboriginal Educational Consultative Group. This ensured cultural correctness was maintained. As part of the plan the school employed an Elder in Residence who worked alongside an Aboriginal SLSO. They worked with Aboriginal students on a range of projects and incorporated Aboriginal culture through a variety of activities such as the Aboriginal Dance group. They investigated, developed and implemented a mini bros speak program for Aboriginal boys which included day trips to significant local Biripi sites. They discussed cultural connection to the land through a yarning circle and spoke the local Gathang language. Students and community celebrated NAIDOC week with participation in a variety of activities which also involved performing for other local schools. The school environment was enhanced by Aboriginal art.	\$51,356.69
Low level adjustment for disability	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. The school facilitated adjustments through behaviour, medical and support plans. School Learning Support Officers were employed to support students in both the school setting and to allow access to extra curricular activities such as sporting events and overnight excursions.	\$31,382.40
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students (QTSS) teaching entitlement was used to give release time for executive staff to enhance professional practice in the school. Using evidence-based strategies, improvements in the quality of classroom teaching including collaboration, mentoring and reflective practice, have been evident.	0.11 Teaching Entitlement
Socio-economic background	A curriculum leader was employed to deliver professional learning and build the capacity of 3-6 staff in delivering quality best practice pedagogy in the classroom. The role included: <ul style="list-style-type: none"> • Focus on Reading training • Collaborative data analysis to support the teaching learning cycle. • Tiered intervention • Modelling best practice in classrooms • Mentoring for less experienced staff. • Supporting technology in classrooms Socio-economic background funding was also used to employ a 3rd kindergarten teacher. The 'open doors' between classrooms highlights the innovation employed to ensure quality foundations are in	\$227,168.22

<p>Socio-economic background</p>	<p>place for students in their first year of school. To support students within classroom and playground settings a School Learning Support Officer was employed 5 days a week and a School Administration Officer was employed 1 day a week.</p> <p>As with 2015 information technology was also updated with another six existing whiteboards being replaced by touchscreens and a further 30 mini laptops being purchased for 3–6 classrooms. This ensures that the latest hardware and software are available to staff and students. Technology based professional learning and peer mentoring were available to all staff, whilst student opportunities include weekly lessons with trained staff, and a technology club.</p> <p>The initiative of Positive Behaviour for Learning was supported by using Socio-economic background funding to purchase signage for the school's core values.</p> <p>Curriculum programs were supported by the purchase of Focus on Reading training materials for teachers, a wide range of literary texts for use with students from Kindergarten to Year 6. Other initiatives supported by this funding included cultural programs and essential supplies for disadvantaged</p>	<p>\$227,168.22</p>
<p>Support for beginning teachers</p>	<p>A School-based Induction program commenced in 2016 for a newly appointed beginning teacher. This was customised to suit the needs of the beginning teacher. It allowed the teacher to make connections with more experienced colleagues and with other less experienced teacher. The induction program had a balanced focus on school context, the classroom and the curriculum. The beginning teacher funding was used to allow the teacher 2 hours a week release from face to face and an additional 1 hour release for the supervisor ensuring they worked in consultation on the induction plan.</p>	<p>\$8,605.57</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	164	163	170	166
Girls	130	131	150	157

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.2	94.9	95.8	93.4
1	93.3	92.2	93.8	95.5
2	93.9	93.6	94.1	93.9
3	95.2	93.7	92.6	94.1
4	95.8	94.4	93.7	92.5
5	92.3	94.7	94.6	93.7
6	94.1	93.2	95.5	95
All Years	93.8	93.7	94.2	93.9
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	3.02
Other Positions	0.41

*Full Time Equivalent

The Australian Education Regulation 2014 requires school's to report on Aboriginal composition of their workforce.

Wingham Public School does not have any teachers who identify as Aboriginal. An Aboriginal School Learning Support Officer is employed for Aboriginal students who require support in the classroom. He is qualified to teach Gathang language and is a Biripi Elder. The school also employs an Elder in Residence to support cultural programs in the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by staff at Wingham Public School. The school continued to focus on professional learning for L3, writing, data analysis and Targeting Early Numeracy (TEN) for Early Stage 1 and Stage 1 staff. Stage 2 and 3 began their Focus of Reading (FoR) professional learning. The staff development days were spent on professional learning for technology, geography syllabus and Positive Behaviour for Learning (PBL). Other school based mandatory

professional learning undertaken by all staff included CPR and Anaphylaxis, Code of Conduct, Child Protection training, Fraud and Corruption training, e-Emergency Care and Working with Children Check training.

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.

One staff member achieved their teaching accreditation through the The Board of Studies, Teaching and Educational Standards. In total we have 8 staff members who are accredited.

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

Financial information

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

Income	\$
Balance brought forward	409 636.34
Global funds	217 868.80
Tied funds	611 583.51
School & community sources	31 180.97
Interest	9 505.61
Trust receipts	8 907.95
Canteen	0.00
Total income	1 288 683.18
Expenditure	
Teaching & learning	
Key learning areas	25 100.42
Excursions	9 201.26
Extracurricular dissections	40 363.58
Library	8 252.20
Training & development	1 604.37
Tied funds	634 385.41
Short term relief	59 028.05
Administration & office	48 004.28
School-operated canteen	0.00
Utilities	35 744.34
Maintenance	9 580.00
Trust accounts	8 907.95
Capital programs	0.00
Total expenditure	880 171.86
Balance carried forward	408 511.32

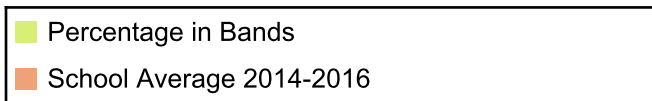
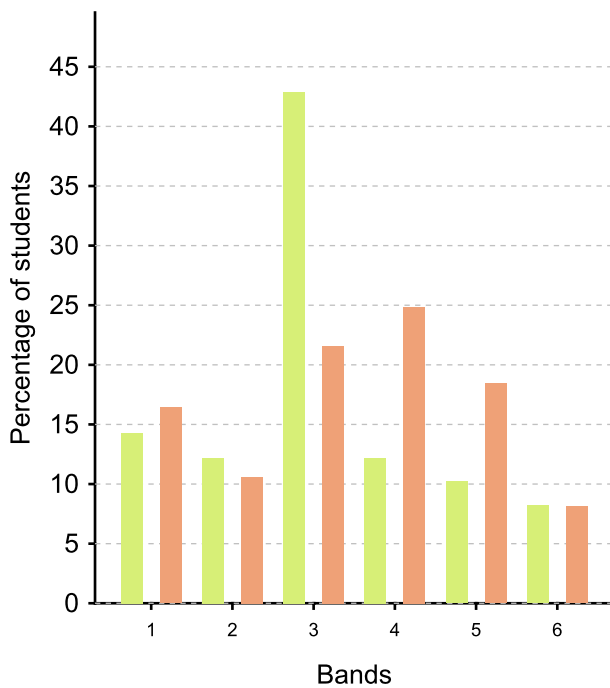
School performance

NAPLAN

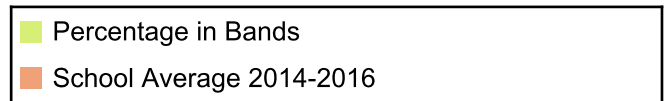
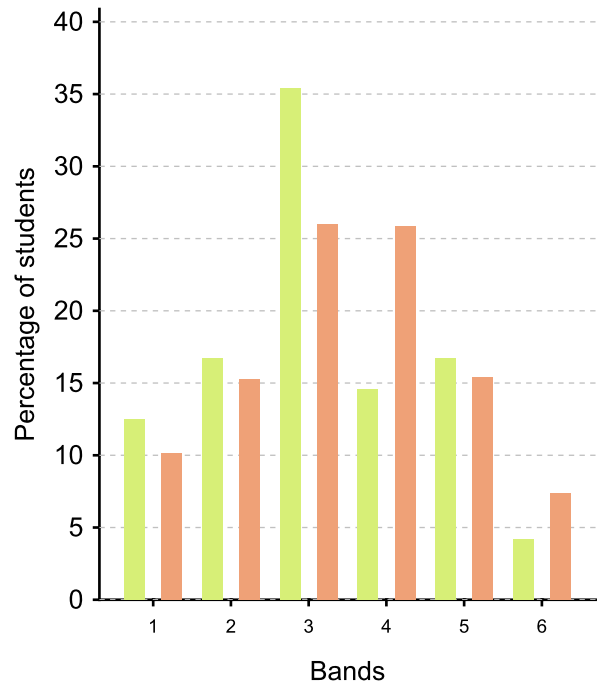
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Wingham 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.

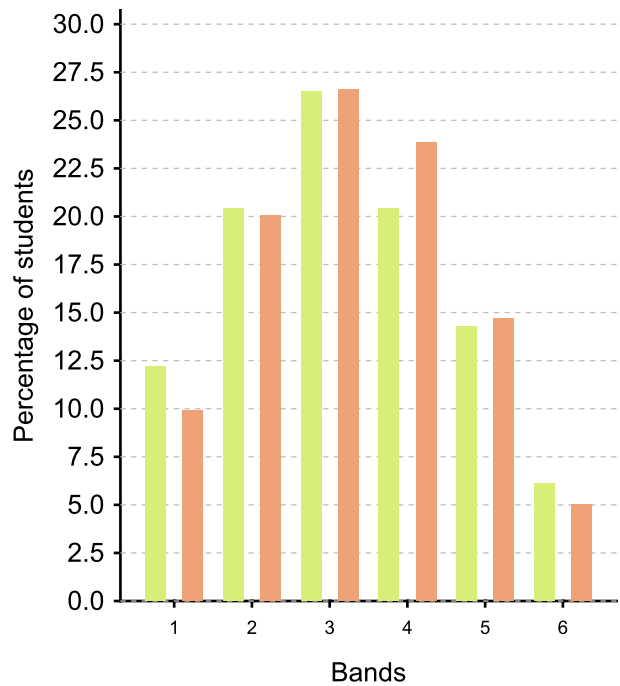
Percentage in bands:
Year 3 Grammar & Punctuation



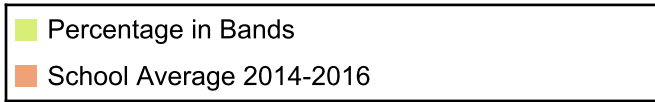
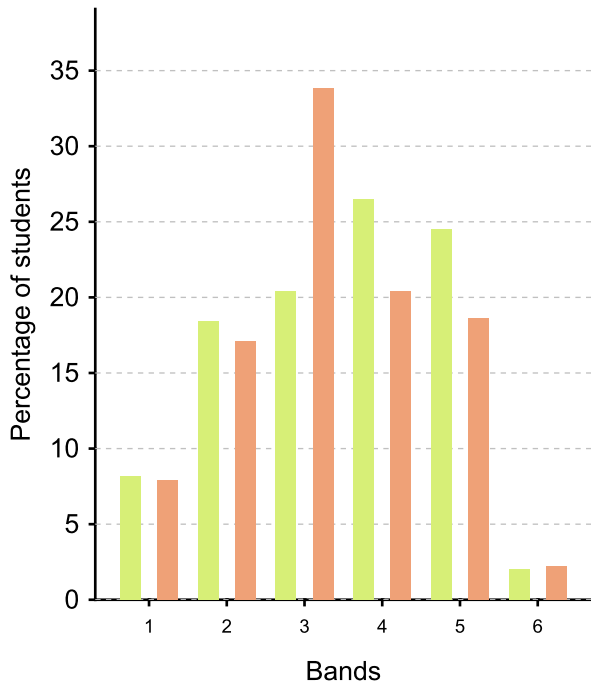
Percentage in bands:
Year 3 Reading



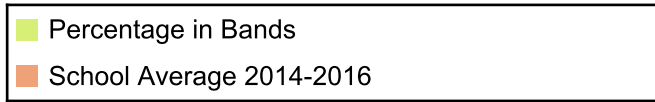
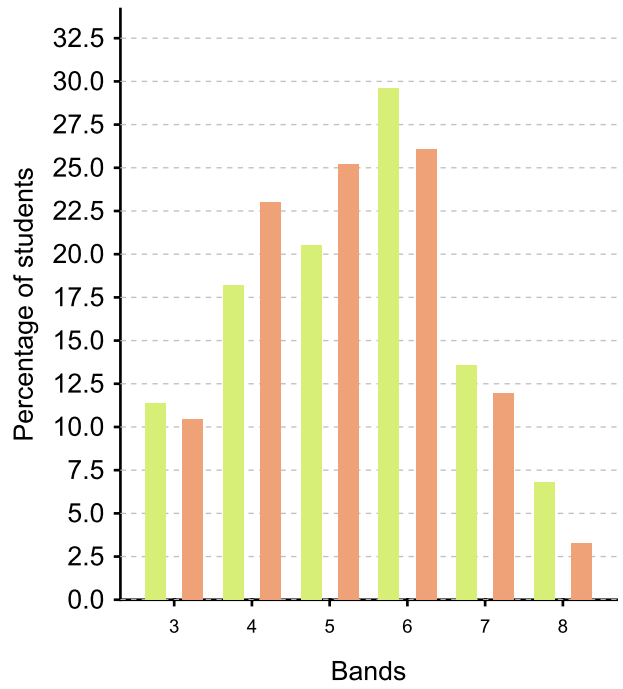
Percentage in bands:
Year 3 Spelling



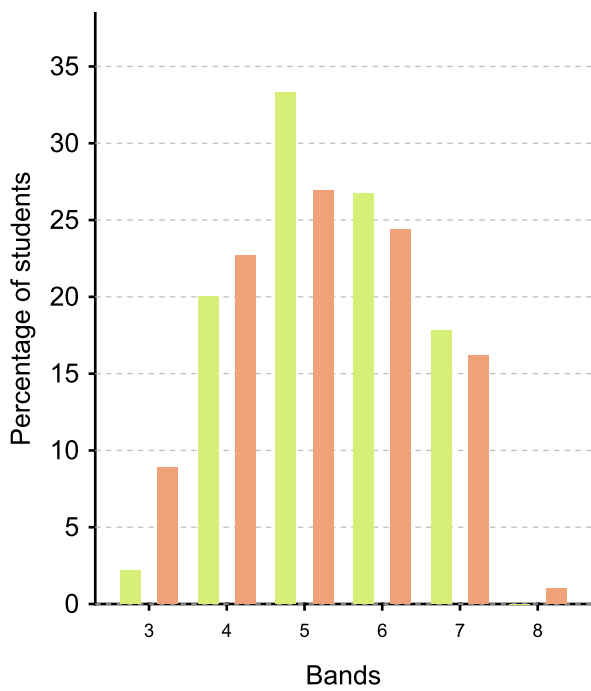
Percentage in bands:
Year 3 Writing



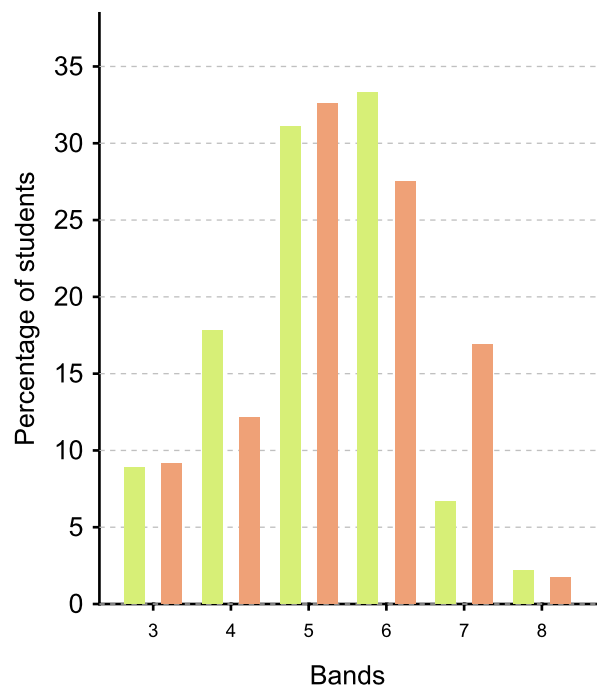
Percentage in bands:
Year 5 Reading



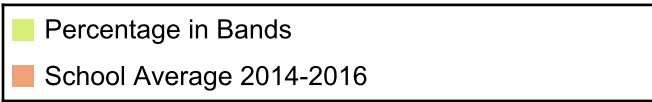
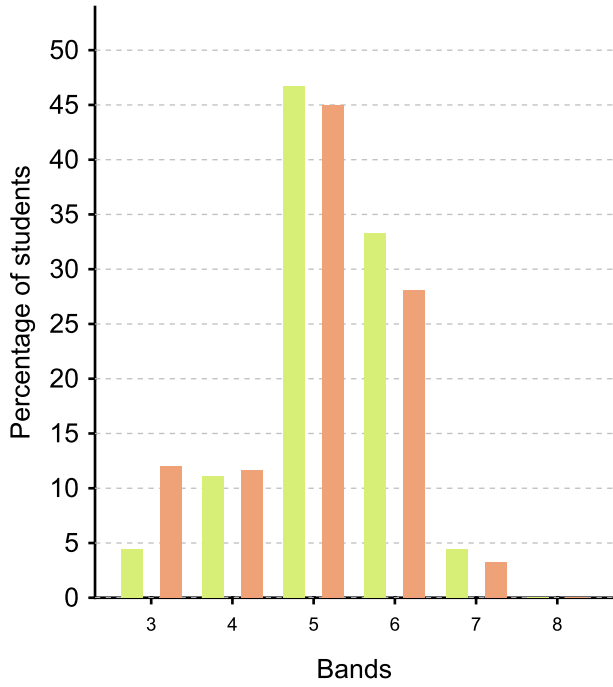
Percentage in bands:
Year 5 Grammar & Punctuation



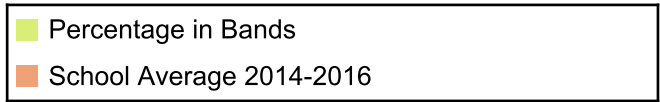
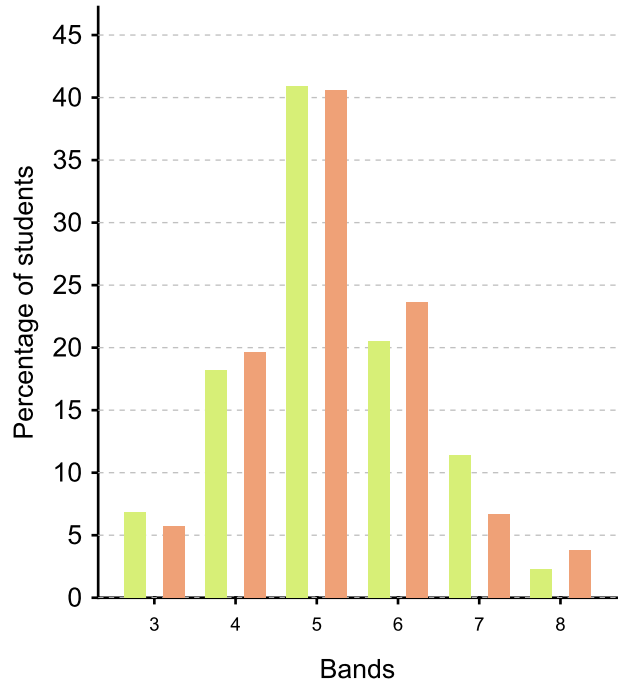
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



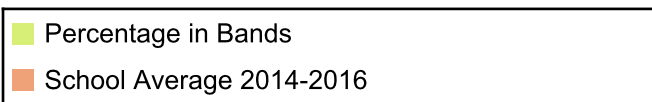
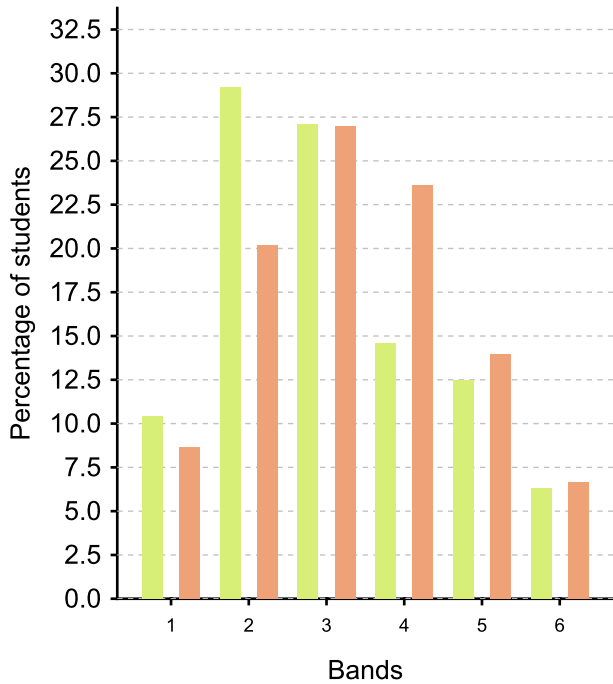
Percentage in bands:
Year 5 Numeracy



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

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.

Percentage in bands:
Year 3 Numeracy



In Year 3 Reading 2016 20.9% of students were placed in the top two bands. 8.3% of Aboriginal students were placed in the top two bands

In Year 3 Numeracy 2016 18.8% of students were placed in the top two bands. 8.3% of Aboriginal students were placed in the top two bands.

In Year 5 Reading 2016 20.4% of students were placed in the top two bands. 18.2% of Aboriginal students were placed in the top two bands.

In Year 5 Numeracy 2016 13.7% of students were placed in the top two bands. 18.2% of Aboriginal students were placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. A summation of their responses is presented below.

Student Perspective: In October over 105 students in Grades 4–6 participated in the Tell Them from Me Survey for Students. Their thoughts and opinions on a range of school related issues were sought. A summary of the results averaged across the 3 grades follows:

- 76% of students indicated that they have friends that they can trust and that encourage them to make good choices
- 89% of students in the school tried hard to succeed; the NSW government norm for these years is 88%. Within these results was the fact that 88% of boys agreed that they tried hard at school where the NSW government norm for this age group, for 2016, was 85%.

The responses from the Likert scale questions have been converted to a 10 point scale. The results are as follows:

- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- In this school, students rated Rigour 8.1 out of 10. Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- Positive Teacher-Student Relations were rated at 8.3 out of 10.
- The school staff emphasises academic skills and hold high expectations for all students to succeed, students rated Teachers' Expectations for Academic Success at 8.4 out of 10.

Parent Perspectives: Tell them from Me Surveys were distributed for parents to complete, however, due to an insufficient response there was not enough data to report on.

Teacher Perspectives: In 2016 teachers at Wingham Public School participated in the Focus in Learning Self-Evaluation Survey. Again, responses from the Likert scale questions have been converted to a 10 point scale. A summary of the results follows:

- School leaders help me to establish challenging and visible learning goals for students 8.8/10
- I discuss my learning goals with other teacher 8.9/10.
- I set high expectations for learning 9.4/10.
- When teaching new content I link it to previously mastered knowledge and skills 9/10.
- I use results from formal assessment tasks to inform my lesson planning 9.4/10.
- Students receive feedback on their work that brings them closer to achieving their goals 9.2/10
- I establish clear expectations for classroom behaviour 9.8/10
- I strive to understand the learning needs of students with special learning needs 8.8/10.
- I monitor the progress of individual students 9.4

/10.

Policy requirements

Aboriginal education

Wingham Public School received Aboriginal Education background funding in 2016. The Aboriginal education team planned the following initiatives to cater for the Aboriginal students:

- Employment of an Aboriginal Student Learning Support Officer 3 days per week to support Aboriginal students with specific learning needs in the classroom.
- Employment of an Elder in Residence to provide an Aboriginal cultural program for Aboriginal students
- Development and implementation of a mini-Bros Speak program for boys in Years 5–6.
- Participation in NAIDOC week celebrations for Aboriginal students with collaboration with other local schools.
- Development of a school Aboriginal dance group.
- Continued cultural program for students in Years 1–6 to develop cultural awareness for non Aboriginal students.

Multicultural and anti-racism education

Wingham Public School promotes an inclusive learning environment. The school has a trained Anti Racism Contact Officer who is the school's contact point for racism issues for students, staff, parents and community members. In 2016 there were no reports of racism made to the Anti racism Contact Officer.

In 2016 the school celebrated multiculturalism by incorporating multicultural perspectives in History and Literacy units of work. Students learnt about other cultures throughout the units and therefore developed an understanding and appreciation of different cultures. Harmony day was also celebrated with students in Stage 3 participating in a range of activities including traditional costume, public speaking activities and cooking.