

North Wagga Public School

Annual Report



2017



3332

Introduction

The Annual Report for **2017** provided to the community of **North Wagga 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.

Mandy Crocker

Principal

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6921 3533

School background

School vision statement

At North Wagga Public School we are committed to addressing the academic, physical and social needs of all students to build a culture of excellence; developing creative, resourceful and responsible citizens.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 270 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 135 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning:

- Learning Culture (Excelling)
- Wellbeing(Sustaining and Growing)
- Curriculum and Learning (Excelling)
- Assessment and Reporting (Sustaining and Growing)
- Student Performance Measures (Delivering)

In the domain of **Learning**, our efforts have remained primarily focused on the elements of Learning Culture, Curriculum and Learning, and refining Assessment and Reporting. There is a continued school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Increased emphasis on data collection and data literacy has underpinned our enhanced student achievement monitoring practices. Curriculum programs and teaching practices consistently develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. A much greater emphasis on effective collaboration K-6 has been pivotal in creating an environment that promotes learning and higher levels of student engagement.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. Enhancements in Assessment and Reporting are built on a foundation of setting high expectations for achievement. A systematic approach to professional learning around teachers' interpretation and use of assessment information has resulted in improvements in student achievement. The teaching standards underpin all practice within the school.

Teaching:

- Effective Classroom Practice (Excelling)

- Data Skills and Use (Sustaining and Growing)
- Collaborative Practice (Excelling)
- Learning and Development (Excelling)
- Professional Standards (Excelling)

In the domain of **Teaching**, our focus areas have been; Effective Classroom Practice and Learning and Development with a strong emphasis on Collaborative Practice.

There has been significant professional learning around building the capacity of the executive team to lead stage teams to greater proficiency in effective classroom practice. This has resulted in the school leadership team demonstrating increasing levels of instructional leadership, and promoting and modelling effective, evidence-based practice.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. A greater emphasis on collaboration K-6 has resulted in school-wide relationships that provide mentoring and coaching support to ensure the ongoing development of all staff.

The school evaluates professional learning activities to identify and systemically promote the most effective strategies. High levels of understanding around research-based effective professional learning has resulted in very strategic paced professional learning implemented to create real and sustainable shift in student learning.

Teachers regularly draw on and implement evidence-based research to improve their performance and development, and practices that have proven effective in certain areas of the school have been refined or developed for application K-6.

Leading:

- Leadership(Excelling)
- School Planning, Implementation and Reporting (Sustaining and Growing)
- School Resources (Excelling)
- Management Practices and Processes (Excelling)

In the domain of **Leading**, our continued focus in 2017 has been to progress Leadership and School Resources. The school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

Teachers, as well as those in executive positions have purposeful distributed leadership roles based on professional expertise. The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

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

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For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Students will be successful learners and active global citizens.

Purpose

To provide a learning environment that is positive and engaging where high expectations are set to achieve students' full potential as global citizens. To create a powerful learning culture where students are able to learn about learning and can be helped to help themselves.

Overall summary of progress

The continuation of strong research-based Literacy and Numeracy programs and strategies such as L3 (Language, Learning and Literacy) Early Stage 1 and Stage 1, Reading Recovery, TEN (Targeted Early Numeracy) and Newman's Error Analysis have enabled us to make progress in this Strategic Direction, with student results indicating the efficacy of these programs.

Best practice in programs such as L3 has been adopted, in parts, into some Stage 2 classrooms where students targeted for intervention have had numerous opportunities over the week to rotate through an "engine room" in differentiated groupings, so their individual learning needs could be addressed. A focus on reading intervention continued in K-2 for students experiencing a stall in their reading and comprehension data. L3, Procedure 3 processes were adopted widely across the school to provide all students with opportunities for rich talk around good quality, authentic visual texts.

We have also gained valuable data to inform targeted intervention into 2018. Staff members are making greater use of the PLAN (Planning Literacy and Numeracy) software tool to track student progress and are embedding this further into practice and developing their own understanding of valid judgements as well as the identification of mismatches in data. Teachers' data literacy continues to develop.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100 percent of teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.	Equity \$4000 (Low Socio-Economic Background) (Low Level Adjustment) Equity \$4000 (Aboriginal Background) Integration Funding Support \$33256 Professional Learning \$5379	One hundred percent of staff has completed significant professional learning, designed to increase the capacity of teachers to support student engagement. Teachers set learning goals for students with explicit success criteria to allow students to engage in learning with greater success. Successful alignment now exists between teaching and learning cycles in delivery, planning and recording. In 2017, these alignments have been strengthened and are now embedded practice across the school.
To increase student levels of proficiency (top two bands of NAPLAN) by 8% in Reading and Numeracy and 30% increase for Indigenous students reflecting the Premier's Priorities.	School Development Days Stage and Staff Meetings QTSS Allocation 0.458 Equity \$4000 (Low Socio-Economic Background) (Low-Level Adjustment)	High Expectations for all Learners remains a priority that will lead us towards the Premier's Priorities. Our redefined High Expectations for all Learners school targets are to Increase the proportion of students in the top two NAPLAN bands to 40% in both Reading and Numeracy for all Indigenous and Non-Indigenous students. In 2017 North Wagga Students demonstrated a further 3 percentage point increase in their NAPLAN results .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase student levels of proficiency (top two bands of NAPLAN) by 8% in Reading and Numeracy and 30% increase for Indigenous students reflecting the Premier's Priorities.	Equity \$3006 (Aboriginal Background) Literacy & Numeracy Allocation 0.42	High Expectations for all Learners remains a priority that will lead us towards the Premier's Priorities. Our redefined High Expectations for all Learners school targets are to Increase the proportion of students in the top two NAPLAN bands to 40% in both Reading and Numeracy for all Indigenous and Non-Indigenous students. In 2017 North Wagga Students demonstrated a further 3 percentage point increase in their NAPLAN results .

Next Steps

This section includes future directions for 2018 and ensures the next 3 year plan continues the priority to provide high quality educational outcomes for all learners.

The future directions continue to be aligned to the Premier's Priorities:

1. To increase student levels of proficiency (Top two bands of NAPLAN) by 8% in Reading and Numeracy; and
2. To increase Indigenous students placement in the top two bands of NAPLAN by 30%

The continued processes and practices in place for these to be achieved include:

1. Increase staff capacity to plan and differentiate instruction in Literacy and Numeracy and create grouping structures that support differentiation;
2. Develop staff capacity to develop success criteria and learning intentions, and communicate those effectively to students; and
3. Students take greater responsibility in their learning through implementing advice and direction established through a cycle of effective feedback.

Strategic Direction 2

Staff will be high performing, collaborative and dynamic.

Purpose

To ensure teachers demonstrate deep curriculum knowledge and innovation through a shared and methodical approach, fostering professional dialogue, collaborative planning, and a systematic exchange of resources, programs and ideas. To build staff capacity to take on leadership roles within the school.

Overall summary of progress

In 2017, a number of opportunities were provided to allow staff to develop and consolidate best practice in research-based Literacy and Numeracy Professional Learning programs. This included learning in TEN (Targeted Early Numeracy), Newman's Error Analysis, Oxford Numeracy Assessments and L3 (Language, Learning and Literacy) and Writing in the Middle Years..

All teaching staff continued extensive learning around the Literacy and Numeracy Continuums and the valid tracking of students' learning and achievement data as well as setting and maintaining high expectations, explicit teaching, differentiation of learning and effective feedback to students. Peer to peer, as well as supervision-based classrooms observations, with feedback on practice around the Teaching Standards, provided staff with incredible insight into their own professional practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have programs reflecting innovative teaching and learning pedagogy. Evidence of school wide programs provide mentoring and leadership support to ensure the ongoing professional development of all staff.	Equity \$4521 (Low Socio-Economic Background) (Low Level Adjustment) Teacher Professional Learning Funds \$10000 Permanent Beginning Teacher \$2308	2017 was a year of consolidation of teacher understanding, knowledge and skill base around what innovative teaching and learning pedagogy looked like. Implementation of the principles of "What works best" and a deeper understanding of the Australian Standards for Teachers were embedded into teaching and learning programs. Practice around Professional Development Plans were tightened aligning what individual teachers required to perform their roles more effectively with the school's targets and the Australian Standards for Teachers.
All staff demonstrate ongoing communication of success criteria in learning and appropriate learning intentions. A cycle of communication and reflective feedback is established.	School Development Days Stage and Staff Meetings QTSS Allocation Equity \$4000 (Low Socio-Economic Background) (Low Level Adjustment)	A greater consolidation of staff understanding to communicate learning intentions and success criteria to students has been evident. Improved communication and reflective feedback was established with the design and implementation of revised Teaching and Learning Program Feedback proformas and classroom observations. In 2017, staff and stage meetings, School Development Days and QTSS funding were utilised to create strategically planned opportunities for differentiated professional learning across all K – 6 teachers.

Next Steps

The provision of high quality differentiated professional learning remains at the forefront of all staff development. A continued tightening of practice around teacher Professional Development Plans will ensure there is alignment between what individual teachers require to perform their roles more effectively, the school targets and the Australian Professional Standards for Teachers.

Building capacity within the staff to continue to deliver learning programs where there is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement remains paramount in maintaining our growing learning culture.

Strategic Direction 3

Our school and community will be inclusive, informed and engaged.

Purpose

Empower the school community to engage and contribute positively to the school and support student learning. Ensure that our shared values of inclusivity and celebration of diversity continue to expand through the delivery of effective student welfare and wellbeing programs.

Overall summary of progress

Strong community partnerships are at the forefront of all interactions within North Wagga Public School. Continued high levels of community consultation in 2017 has further strengthened relationships between school and home and empowered the school community to engage and contribute positively to the school and support student learning.

There have been opportunities for students and the community to provide constructive feedback on school practices and procedures and the school has been responsive to these. New opportunities for communication through the establishment of a school Facebook page has been extremely well received. Updated formats in our school newsletter, our school information booklet, and the twice-yearly reporting to parents have all added to our school community being better informed. Renewing the processes around reporting and parent/teacher interviews have also led to increased engagement with families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence demonstrates an increase in the ways families, the community and school staff interact with each other both formally and informally.	Equity \$1000 (Aboriginal Background) (Low Socio-Economic Background) (Low Level Adjustment)	<p>Our school app developed in 2015 has maintained its popularity in 2017 as a digital carrier for quick access to notify our parents of school information, send reminders, and general updates that complement our more traditional paper-based forms of communication. The app is being well supported by the development of a school Facebook page.</p> <p>Fortnightly assemblies have continued to grow in popularity with school leaders taking on a proactive role in the presentation of assemblies.</p> <p>Literacy and Numeracy workshops for prospective Kindergarten parents around early reading, writing, numeracy and general school readiness was well supported by our school community. Parent and family attendance was increased with new procedures around formal reporting interview processes over two nights in the school library.</p> <p>The introduction of an informal meet and greet the teacher barbeque was well supported by parents.</p> <p>Our school community continued to support our students with increased attendance at ANZAC Day services, Education Week performances at and Open Day, Book Week parades, class/stage information sessions and interviews, Aboriginal students PLP (Personalised Learning Pathways) 3 way interviews, Out of Home Care (OOHC) student goal setting and Presentation Night.</p>
Increased individual and collective student engagement and well-being through a	Equity \$2000 (Low Socio-Economic	Student engagement through the core Key Learning Areas of English, Mathematics, History, Geography, Creative and Practical Arts, Personal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
comprehensive and inclusive student welfare structure.	Background) (Low Level Adjustment)	<p>Development, Health and Physical Education, and Science and Technology remains our complete focus.</p> <p>Extra-curricular activities, however, provide additional opportunities for the development of student interests and talents. In 2017 our students enjoyed programs and activities around:</p> <p>Wagga Show Entries</p> <p>Operation Art</p> <p>GRIP Leadership Conference</p> <p>Harmony Day Celebrations</p> <p>NAIDOC Week Observance</p> <p>Additonal PSSA and Gala Day sporting opportunities</p> <p>Nude Food Nutrition</p> <p>CWA Country of Study Competition</p> <p>Major Excursions to Canberra, Ballarat/Melbourne and Albury.</p> <p>Dance programs that saw our school students perform at the Riverina Dance Festival, State Dance Festival and the School Spectacular.</p> <p>Riverina Chords Festival</p>

Next Steps

Our school community will have increased opportunities to provide feedback on school culture and direction through their engagement with Tell Them From Me surveys. Families will be invited to participate in community consultation with enhanced whole-school opportunities to come together for information sharing both formally and informally.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16037	<p>All Indigenous students have a Personalised Pathway (PLP) and are making progress across the Literacy and Numeracy Continuums. The goals for these were set in consultation with families and were monitored each term. In term 4 the students worked 1:1 with a teacher one day a week for four weeks to demonstrate their growing success and proficiency around the goals.</p> <p>Funding was used in providing Wiradjuri cultural opportunities for all students in order to foster all student's understanding of the diversity of Wiradjuri culture.</p>
Low level adjustment for disability	\$78007 (includes staffing)	Funds were used for Teacher Professional Learning and to employ School Learning Support Officers to assist in classrooms with Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	0.458 Staffing Allocation	This staffing allocation was used and supplemented by Global Funds for classroom observations around best practice and inspired learning programs. Feedback to teachers was revised and enhanced by the development proforma with links to the Australian Standards for Teachers. Introduction of pre and post-tests to inform specific and targeted teaching and learning in Mathematics.
Socio-economic background	\$39183	Funds were used for Teacher Professional Learning and to employ a SLSO to assist with reading intervention in K – 2.. Additional intervention processes established and monitored by the Learning Support Team.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	121	130	140	143
Girls	120	122	129	123

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.1	95.5	95.8
1	95.1	95.4	93.8	95.9
2	94.4	93.3	92.1	95.7
3	93.9	94.3	95.1	95.8
4	96.2	95.4	92.4	94.9
5	96.2	96.5	94.4	94
6	95.9	94.9	95	92.9
All Years	95.3	95	94	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school regularly monitors student attendance and has implemented a number of measures to support students and families when attendance is of concern. In addition to phoning the school or writing a note, families can also use the school app to inform the school of a child's absence. If a child returns from an absence without providing a reason, the teacher will send home an attendance slip for parents to fill in. If, after seven days, this slip has not been returned, a letter from the Executive is sent home seeking a reason for the student's absence. If a student's attendance falls below 85%, the Principal sends a letter to the family, pointing out the student's attendance rate, and offering support to the family. The Home School Liaison Officer is integral to supporting the school assist families who

require additional monitoring or support through Individual Attendance Plans. In 2017, the school moved from manually recording student attendance using paper attendance rolls to the use of online attendance software, making the marking of rolls and collection of attendance data a more streamlined process.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.47
Other Positions	0

*Full Time Equivalent

Overall, North Wagga Public School's staff is composed of 11% of Indigenous Staff. Eighteen percent of classroom teachers are Indigenous.

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	22

Professional learning and teacher accreditation

The majority of professional learning is strategically linked to the School Plan and targeted towards developing teacher capacity in literacy and numeracy to identify and systematically promote the most effective strategies to improve student engagement and increase

student achievement.

In 2017, all staff attended professional learning activities focused on building teachers' understandings of effective teaching strategies. Staff developed their capacity in writing Procedure 3 teaching notes to improve student's understanding of, and exposure to quality literature. Writing in the Middle Years was a focus for all staff, aimed at building student achievement and engagement in the writing process across the entire school. Early Stage 1 and Stage 1 teachers continued their focus on L3 training, with additional staff attending training throughout the year. To enhance teacher understanding of student achievement in reading, staff developed capacity in implementing Inventory Prose individualised reading and comprehension testing for students in Stage 2 and 3.

In Numeracy, the school focused on developing teacher's capacity to effectively teach problem solving strategies to students using Newman's Error Analysis. Staff are developing a deeper understanding of utilising data more effectively to inform teaching and learning programs by training in the use of the Oxford Pre- and Post- testing system to increase student achievement in Mathematics.

Beginning teachers were supported in completion of Teacher Accreditation, seeking accreditation at a Proficient Level. Pre 2004 teachers are transferring to the new accreditation system in 2018.

Professional Learning activities in developing teacher's deep understanding of effective teaching and assessment strategies in all areas remains a continued focus.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	140,394
Global funds	127,605
Tied funds	115,636
School & community sources	54,679
Interest	1,324
Trust receipts	746
Canteen	0
Total Receipts	299,990
Payments	
Teaching & learning	
Key Learning Areas	9,438
Excursions	1,685
Extracurricular dissections	23,677
Library	1,790
Training & Development	0
Tied Funds Payments	67,437
Short Term Relief	20,913
Administration & Office	21,481
Canteen Payments	0
Utilities	19,152
Maintenance	49,830
Trust Payments	7,104
Capital Programs	0
Total Payments	222,507
Balance carried forward	217,878

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	535,321
Appropriation	453,780
Sale of Goods and Services	583
Grants and Contributions	80,409
Gain and Loss	0
Other Revenue	0
Investment Income	549
Expenses	-271,468
Recurrent Expenses	-271,468
Employee Related	-123,769
Operating Expenses	-147,698
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	263,854
Balance Carried Forward	263,854

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,919,795
Base Per Capita	41,110
Base Location	2,624
Other Base	1,876,060
Equity Total	133,627
Equity Aboriginal	16,037
Equity Socio economic	39,183
Equity Language	400
Equity Disability	78,007
Targeted Total	47,650
Other Total	204,809
Grand Total	2,305,880

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Year 3 NAPLAN data from 2017 indicated that:

- Fifty percent of our students performed in band three or above in **Reading**. Thirty-two percent of students scored in the top two bands.
- Sixty-three percent of our students performed in band three or above in **Writing**. Thirty-nine percent of students scored in the top two bands.
- Fifty-eight percent of our students performed in band three or above in **Spelling**. Thirty-seven percent of students scored in the top two bands.
- Fifty-five percent of our students performed in band three or above in **Grammar and Punctuation**. Forty-two percent of students scored in the top two bands.

Year 5 NAPLAN data from 2017 indicated that:

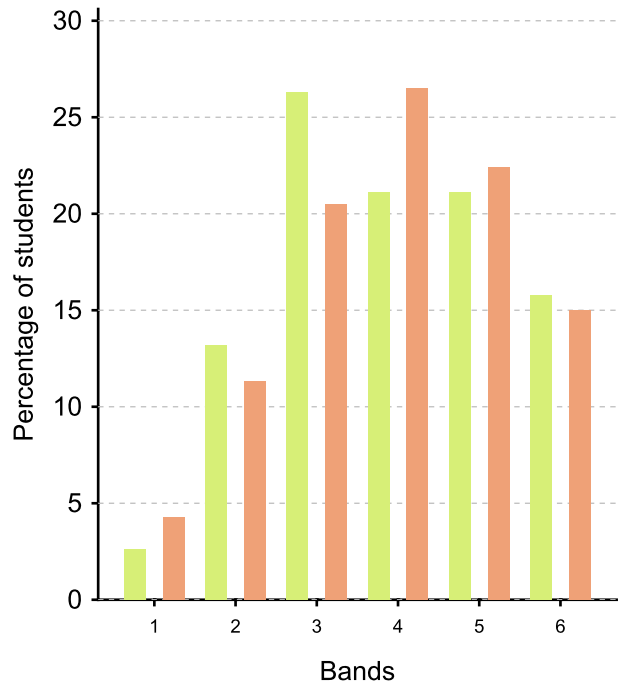
- Eighty-one percent of our students performed in band five or above in **Reading**. Thirty-two percent of students scored in the top two bands.
- Ninety-two percent of our students performed in band five or higher in **Writing**. Eight percent

scored in the top two bands.

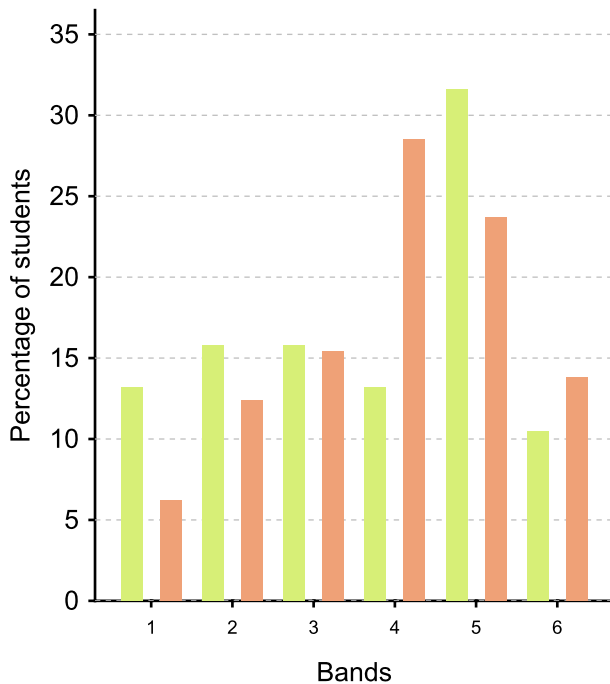
- Eight–four percent of our students performed in band five or higher in **Spelling**. Twenty–four percent of students scored in the top two bands.
- Seventy percent of our students performed in band five or above in **Grammar and Punctuation**. Twenty–two percent scored in the top two bands.

Percentage in bands:

Year 3 Spelling



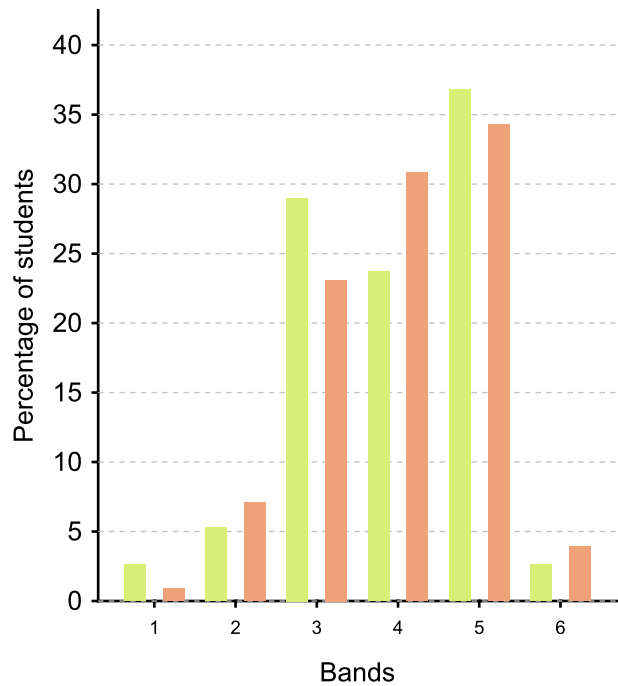
Percentage in bands: Year 3 Grammar & Punctuation



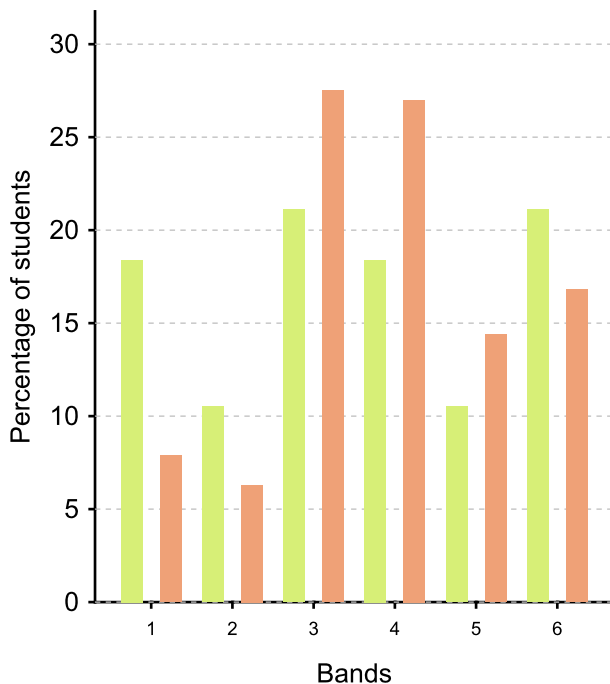
Percentage in Bands
School Average 2015-2017

Percentage in bands:

Year 3 Writing



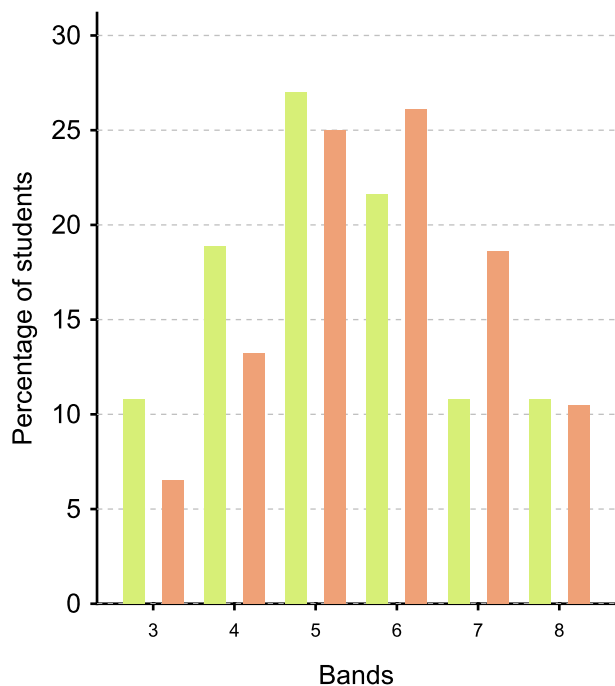
Percentage in bands: Year 3 Reading



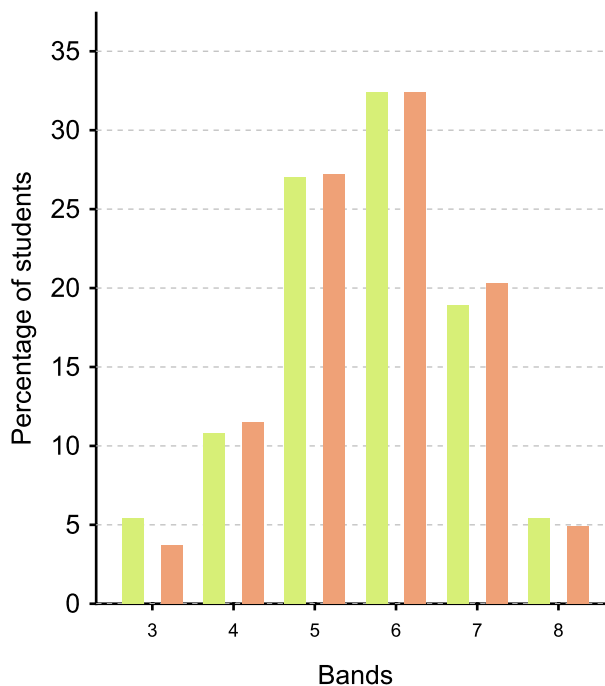
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

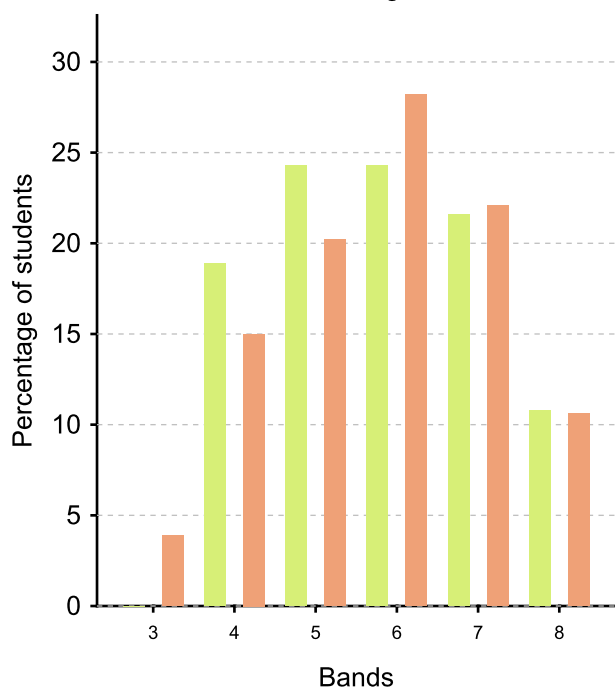
Percentage in bands:
Year 5 Grammar & Punctuation



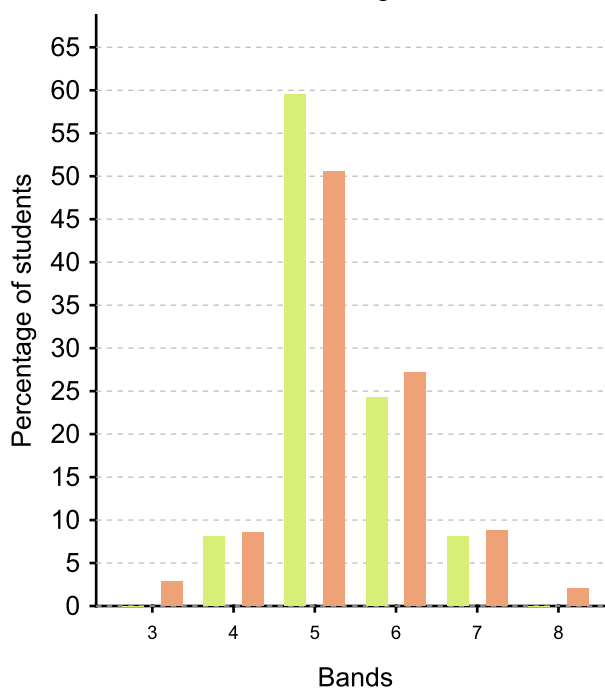
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3 NAPLAN data from 2017 indicated that:

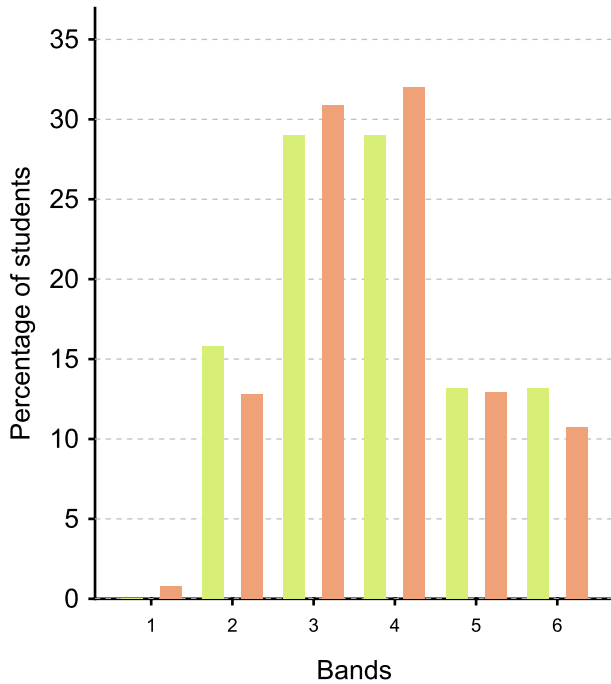
- Fifty-five percent of our students performed in band three or above in **Numeracy**. Twenty-six percent of students scored in the top two bands.

Year 5 NAPLAN data from 2017 indicated that:

- Eighty-nine percent of our students performed in band 5 or above in **Numeracy**. Sixteen percent of our students scored in the top two bands.

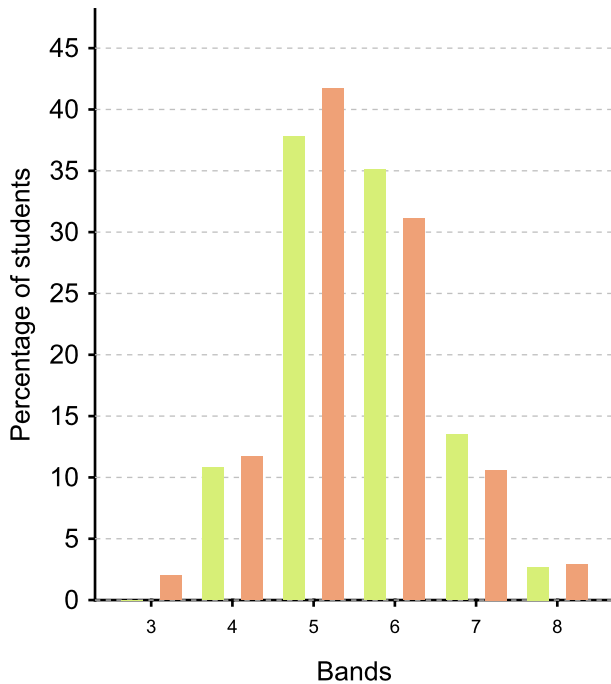
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a School box and select GO to access the school data.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

North Wagga Public School is committed to the Premier's Priorities: Improving education results and State Priorities: Better Services – Improving Aboriginal education outcomes which is to increase students levels of proficiency by eight percent in Reading and Numeracy and a thirty percent increase for Indigenous students.

Our identified school targets are to increase the proportion of students in the top two NAPLAN bands to forty percent in both Reading and Numeracy for all Indigenous and non-Indigenous students.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Such insights guide our school planning and help to identify school improvement initiatives. In 2017, the school sought the opinions of parents and students about the school via an end of year survey. Their results are presented below.

Families were surveyed around whether they find the school a place they are welcomed and valued, whether there were strong practices in place to support learning and if the school fosters an environment conducive to positive behaviour and student wellbeing.

Other areas surveyed include areas around positive school promotion, parent participation, family expectations for students long term.

The data overall was positive and above NSW Government norms. It indicates that parents have a positive attitude towards the school, the wider school community, programs offered and the values we promote.

Parents responded positively to feeling welcome at the school. They indicated that they can speak easily with their child's teacher, school Principal and school administration staff. In addition, they are well informed about school activities and when correspondence is sent out it is in clear, plain language that can be understood. To that end, parents also responded one hundred percent to attending meetings or social functions at the school and over fifty percent being involved in school committees.

In the area of Supporting Positive Behaviour and Safety at school, over 90 percent of parents felt their children were clear about rules for school behaviour and that their children feel safe going to and from school. They indicated that the school helps prevent bullying, behaviour issues are dealt with in a timely manner and their children felt safe at school.

When communicating with the community parents felt the most useful way to be informed about their child's progress was via the telephone, school reports, informal meetings and formal interviews. With regard to communication about school news, the School App, Social Media and School Newsletters were the most useful methods for finding out news about the school.

The student feedback about Social-Emotional outcomes was positive and for the most part above state norms. Ninety-nine percent of the students believe that schooling is useful in their everyday lives and will have a strong bearing on their future (matching the responses of the parents) and eighty-nine percent say they have friends at school they can trust and who encourage them to make positive choices. Ninety-four percent say they exhibit positive behaviour at school and ninety-two percent responded by saying they try hard to succeed in their learning. This has direct correlation to the eighty-four percent of students that

feel teachers are responsive to their needs and encourage independence with a democratic approach.

Staff were surveyed around whether they felt valued by colleagues, parents and students, if they use data when planning for teaching and learning, if they had built their capacity through Professional Learning and if they felt supported in their role in the school and finally if they collaborate with their colleagues when planning for teaching and learning.

Staff responses were very positive. One hundred percent of those staff members who responded said they use data and they work collaboratively with their colleagues when planning for teaching and learning. Staff also felt valued by their colleagues, parents and students, a result which directly correlates to the responses given from the parents when they said they feel welcome at the school and they feel they can talk freely with their teachers and students when they said teachers are responsive to their needs and encourage independence.

Policy requirements

Aboriginal education

North Wagga Public School is committed to improving the educational outcomes and wellbeing of Aboriginal students. Inclusion of Aboriginal perspectives in the teaching programs ensured all student education opportunities were well rounded. Teachers also reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personal Learning Pathways for Aboriginal students were developed, implemented and evaluated. North Wagga Public School promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in all assemblies. A local Wiradjuri community member was invited to work with students on a number of occasions throughout the year.

Multicultural and anti-racism education

The school has a trained Anti-Racism Contact Officer (ARCO) trainer on staff. The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. In 2017 there were no complaints pertaining to racism at North Wagga Public School. The school has maintained a focus on multicultural education in the curriculum by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society. Students also had the opportunity to participate in Harmony Day activities.