

# Wangi Wangi Public School Annual Report



2017



**Wangi Wangi**  
PUBLIC SCHOOL

3373

## Introduction

The Annual Report for 2018 is provided to the community of Wangi Wangi 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.

Tim Lewis

Principal

### School contact details

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### Message from the school community

Wangi Wangi Public School Parents & Citizens Association have always played a significant role in contributing to our children's education.

Through our fundraising efforts, together with successful grant applications, canteen profits and donations, we have been able to supply our school with some fantastic resources this year, raising just over \$13000. Classroom desks, laptop computers, outdoor seating and the repairs to the surface of our undercover basketball court are just some of the resources we have purchased for the school.

None of the above could have been achieved without the help of our wonderful P&C executive and volunteers. Thank you everyone!

I would like to pay a special mention to Arlene Field, our president for the past 3 years. She has worked tirelessly to uphold the cohesiveness of the P&C, has been instrumental in our fundraising efforts and has also played a pivotal role in successfully coordinating the canteen for the 2nd half of this year. Thank you Arlene!

Finally, I would like to acknowledge Tim Lewis, our fantastic school principal. He has been such a caring, friendly and enthusiastic leader working continuously with his wonderful teaching and admin team to improve our children's learning outcomes and schooling experience. Thank you so much Tim! We all really look forward to working alongside you and your team next year and beyond.

Lydia Swift – P&C Representative

## School background

### School vision statement

Wangi Wangi Public School develops innovative, creative problem solvers through empowered relationships. We strive to:

- Maximise student engagement and achievement
- Be active and informed members of the local and global community
- Provide a safe, happy environment that fosters confidence and resilience

### School Values

- Respect
- Resilience
- Confidence
- Success
- Responsibility
- Community

### School context

Wangi Wangi Public School is situated on the western shores of Lake Macquarie and has a current enrolment of 109 students, in five classes, including 19 Aboriginal students. We are committed to providing a safe, nurturing environment for all students and developing close relationships with the community and wider community to make the school a focal point for Wangi Wangi. We have also developed strong partnerships with the 6 partner schools in our learning alliance and the Itji Marru Aboriginal Education Consultative Group. Parents are engaged in their children's learning and actively participate in our range of school activities. Major initiatives over the past three years in the areas of literacy, numeracy, student well-being, technology, sport and the performing arts have widespread recognition of excellence within the school and the wider community.

The school's staff is extremely hard working and committed to achieving quality educational outcomes across all Key Learning areas. Our teaching and learning programs encourage excellence, commitment and cooperation and produce confidence, persistence, organisational skills and social awareness in students preparing them for a positive future.

The school maintains a culture which is based upon continuous improvement. Our school delivers innovative programs including Focus on Reading Phase 1 and Phase 2, Powerful Learning Accountable Teaching (PLAT) and Best Start assessments. The teaching staff will continue to participate in explicit professional learning in the implementation of a range of literacy and numeracy programs. Students enjoy an academic and sporting culture and many have represented at a zone and regional level in various sports. Many students have represented the school at regional level in debating and public speaking. Student welfare programs focus on building resilience, confidence, organisation, persistence and getting along skills.

## 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 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.

Our self–assessment process involved all staff working closely in groups focusing on the School Excellence Framework and identifying what practices we currently have in place supporting each area. Staff then took on individual components of the SEF and located supporting evidence from across the school and community to support our self–assessment findings. Through professional development sessions staff analysed the evidence to identify what aspects of the SEF the school was meeting, what impact has occurred as a result and then made judgments around where the evidence placed us against the SEF. The school executive team then compiled, annotated and analysed the 7 evidence sets supporting the final self–assessment judgment.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, our evidence concluded we are **Sustaining and Growing** overall.

The elements of **Learning Culture, Wellbeing, Curriculum and Learning** and **Assessment and Reporting** were all assessed as Sustaining and Growing. The element of **Student Performance Measures** was assessed as Delivering against the School Excellence Framework. Quality Teaching is a priority area across the school supported by the ‘Bump It Up’ initiative. Quality Teaching includes curriculum content, delivery, assessment practices (both formative and summative) and providing feedback to students to ensure improved outcomes are achieved. WWPS endeavours to meet the learning needs of all students in a supportive quality environment. Changes across the school are strategic and evidence based ensuring the effective use of school resources to directly improve student learning outcomes. These changes are planned to support the cognitive, emotional, social, physical and spiritual wellbeing of all.

There have been significant improvements to data collection. Student data is collected and analysed every 5 weeks to provide a focus for future planning and programming, for differentiation and monitoring of student progress with provision for intervention where necessary. Effective intervention programs have been put in place across the school as a direct result of an improved and more consistent approach to data collection. School resources are managed effectively to maximise student learning. This is inclusive of targeted professional development of our Learning and Support Team and SLSO staff who provide significant one to one intervention K–6. Across the school, systems are in place to track, monitor and support student behaviour and general wellbeing. These systems are clearly articulated to all staff, including casual teachers and support staff.

Community members and parents are encouraged to support their child’s learning at events conducted by the school. Changes have been made to the way teaching staff report to parents on their child’s progress and specific areas for improvement. To further support our students, we have established partnerships with the local Preschools and High Schools to develop effective transition programs. These programs include curriculum content and strategies and data sharing practices to ensure students experience no setbacks in their new environment, reducing the amount of lost learning time.

Future areas for improvement include improved engagement of students across all learning areas and improved knowledge of individual student data. Data walls and a greater shared ownership of data is a direction WWPS is taking during the 2018–2020 planning cycle. Students will be encouraged and supported to take more responsibility for their learning with emphasis on personal goal setting and reflecting on learning with teachers and peers. This will help personalise student learning and allow opportunities for students to identify where improvements need to be made and choose a direction for future learning. Students will therefore be more involved in reporting their learning to parents. WWPS is also enthusiastic about developing more innovative teaching practices and plans to offer STEM opportunities for students K–6, taking on a future focused approach to learning.

The results of this process indicated that in the School Excellence Framework domain of Teaching , our evidence concluded we are **Sustaining and Growing** overall.

The Elements of **Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development** and **Professional Standards** have all been assessed as Sustaining and Growing against the School Excellence Framework. Wangi Wangi Public School staff are committed to improving both their own and student performance across all areas of the curriculum. Through effective on–going evaluations and data analysis WWPS is committed to identifying, understanding and implementing the most effective pedagogy. Contained within our school strategic directions, programs such as Focus on Reading and Explicit Instruction have been focusing on ensuring best practice is occurring in every classroom. Explicit and targeted professional learning from within the school and through external services has been adopted.

School wide data practices have been improved to quickly identify students’ achievements and areas for additional support. Literacy and Numeracy data is tracked using Powerful Learning Accountable Teaching (PLAT) benchmarks. Extensive professional learning has occurred around understanding the benchmarks and quality data collection methods such as Pre and Post testing. Teachers use this data to provide timely feedback and to differentiate their own planning and programming to meet the needs of the students in their class. The Learning Support Team also has access to school wide data and can therefore effectively identify specific students (who are at risk of not achieving expected benchmarks) and through this provide specific targeted intervention to support the students to reach or exceed the benchmark. During Professional Learning sessions teachers collaborate to ensure consistent teacher judgment(CTJ) is happening across the school. This ensures teachers are aware of specific expectations, students are receiving consistent feedback and the data being collected across the school is both consistent and accurate. Improvement to the



quality of teaching and learning is achieved through lesson observations, feedback from peers and personal reflections. Beginning teachers within the school work closely with experienced staff members (mentors) and staff from neighbouring primary schools to ensure the effective delivery of the various areas within literacy and numeracy.

Performance and Development Plans (PDPs) are closely developed with all staff to identify specific areas of need, leading to professional development opportunities that are meaningful and targeted. Staff routinely share their expertise during Professional Learning sessions to further up skill all teaching and support staff. Currently our SLSO staff are being trained and supported by one of our classroom teachers who has expertise in reading intervention. Continual review of teaching and learning programs to assess the impact they have on student performance is a critical component to our 'Bump It Up' success. The Educational Services Team work closely with our school staff to adjust curriculum delivery when needed.

Future directions include continued improvement in data collection and more targeted feedback to teachers to inform teaching practice and effective differentiation of the curriculum for students. Support staff will continue to undertake structured professional development sessions as they often work with our most vulnerable students. WWPS will also work towards improving its evaluation methods to ensure programs being used across the school are meeting specific learning needs of our students.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, our evidence concluded we are **Sustaining and Growing** overall.

The elements of **Leadership, School Resources, Management Practices and Processes** were all assessed as Sustaining and Growing. The element of **School Planning, Implementation and Reporting** was assessed as Delivering against the School Excellence Framework. At Wangi Wangi Public School there are management systems, structures and processes in place to ensure the school continues to improve and grow according to the directions outlined in the school plan and in line with Department of Education's policies and procedures. Strategic leadership ensures resources are allocated equitably and staffing is allocated to cater for the diverse needs of students. Programs and activities are inclusive and aimed to achieve the three strategic directions outlined in the WWPS School Plan. The school staff clearly articulate and support an active practice of communicating high expectations and positive community engagement. A culture of high expectations has been established through professional learning, celebrating achievement, planned lessons outlining expectations (particularly behaviour), monitoring student engagement, informing parents and the community and detailed analysis of teaching and learning data. Teachers across the school take responsibility for student learning data, and support each other to bring about improvement. Currently PLAT benchmarks are used to ensure expectations are maintained. Using the tiers of achievement has allowed teachers to extend students who have met current expected benchmarks, ensuring all ability levels are being catered for.

WWPS is situated within a small community and the school has developed a number of positive relationships with local business groups, who acknowledge and support the current direction the school is taking. Currently a local real estate group supports the home reading program which allows the school to promote its importance and keep reading interesting for students with new and relevant books. We also have longstanding relationships with both Newcastle University and Avondale College where we support their Teacher Training Programs.

WWPS has a clear vision when it comes to improving the learning opportunities for students in a nurturing environment and providing opportunities for teachers to continually improve their practice. Significant efforts have been made in relation to the community to improve the participation of parents to further support the learning taking place at WWPS.

Future directions include the development of a new school plan and vision statement as per the requirements of the 2018–2020 school planning cycle. We will connect with the school community when writing the new school vision statement to ensure shared ownership. Aspirant leadership is also a key component of the schools plan moving forward. Strategically supporting future leaders across the school and using their areas of strength will continue to improve systems and practices across the school and into the future.

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

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

Enhancing the quality of student learning to develop confident and creative learners.

### Purpose

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

### Overall summary of progress

Wangi Wangi Public School continues to identify ways to develop a culture of engaged students who are focused on learning. The introduction of ScopeIT and Lexia, both technology based programs, have supported students with their acquisition of new skills. These programs were purchased based on student feedback. Student interest groups including STEM, guitar, gardening and art programs have also aided in students being engaged and excited about school. Parent workshops and many opportunities for parents to contribute to activities at school and be involved in their child's learning, has led to an increase in both P&C attendance and overall parent engagement in community events. Our rebranding process involved all members of the community and worked around the basis of parents and caregivers feeling welcomed into the school every day.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement and general wellbeing as evidenced by an increase in the social/emotional outcomes in the Tell Them From Me student survey.	<p>ScopeIT ICT program – \$2775</p> <p>Rookies – Reach Foundation student resilience program \$475</p> <p>Delta Reading dog program – \$600</p>	<p>Tell Them From Me Student Engagement data demonstrated a positive shift in 2017 measured against 2016 data. Areas of significant improvement against a 10.0 or % scoring scale include:</p> <p>Drivers of student engagement</p> <ul style="list-style-type: none"> <li>• Positive teacher student relations – 7.5 in 2016 to 8.4 in 2017</li> <li>• Positive learning climate – 5.8 in 2016 to 7.1 in 2017</li> <li>• Expectations for success – 7.9 in 2016 to 8.9 in 2017</li> </ul> <p>Intellectual Engagement</p> <ul style="list-style-type: none"> <li>• Interest and Motivation – 55% in 2016 to 82% in 2017</li> </ul> <p>Social Engagement</p> <ul style="list-style-type: none"> <li>• Sense of Belonging – 76% in 2016 to 84% in 2017.</li> </ul> <p>Students from years 1 – 6 participated in the ScopeIT program to develop ICT skills.</p>
To increase parent participation in our school-home partnership by 10%.	<p>2 x casual days to release staff – \$1000</p> <p>Parent resources – \$500</p> <p>Logo, School letterhead, Newsletter, flyer and Uniform redesign – \$1,675</p>	<p>4 parent workshops around supporting students at home with Reading and Maths</p> <p>1 Parent workshop describing how data is collected and utilised across the school</p> <p>Increased community participation in key events such as Education Week activities</p> <p>New School Logo launch – Significant community consultation to redesign and launch our modern school logo in 2017</p> <p>Speech Pathologist ran parent workshop around speech milestones and support networks available</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase parent participation in our school-home partnership by 10%.		for parents with children with speech concerns
Staff teaching reflects new syllabus outcomes measured by peer observations, programming and assessment tasks.	8 x casual days (relieve key staff for effective data analysis) \$ 4,000	<p>Targeted Professional Development sessions around effective programming and curriculum coverage</p> <p>Development of a Mathematics Scope and Sequence</p> <p>Pre and Post reading and numeracy testing, 5 weekly data cycle established</p>
Identification and evaluation of individual learning practices and adjustments in classrooms as shown by PLP's and IEP's.	<p>8 x Casual – PLP meetings (Teacher relief) – \$4000</p> <p>6 x casual – IEP and OOHCP meetings (teacher relief)</p> <p>LAST Teacher 1 Day per week – \$20,315</p> <p>NDIS – Data collection days x 6 – 2,840</p> <p>Employment of a Speech Pathologist for 5 days – \$4000</p>	<p>Professional Development sessions focusing on effective use and programming for students on Personalised Learning and Support Plans.</p> <p>LAST teacher worked in tandem with classroom teachers to improve targeted intervention practices and learning support through the development of Personalised Learning and Support Plans (PLASPs)</p> <p>LAST collected and analysed student performance data to further support teachers in their teaching and learning programming</p> <p>Speech Pathologist provided staff with Professional Learning around supporting students with receptive and expressive language concerns.</p> <p>Speech Pathologist assessed all infants children and carried out more in-depth assessments for at risk students</p>

## Next Steps

In 2018 our continued focus will include:

- Improved parent engagement in student learning through workshops and open classroom visits
- Targeted Professional Learning focusing on student feedback
- Evaluation of the effectiveness of current programs within the school
- Student surveys – giving students a greater say in their learning
- STEM and future focused learning programs and opportunities
- Setting high expectations for attendance rates and developing clear structures and support for students with at risk attendance
- Increase and improved opportunities for parents to engage in school activities

## Strategic Direction 2

Promote Quality Teaching and delivery of high quality instruction.

### Purpose

To improve student learning outcomes through teaching and assessment practice based on Powerful Learning Accountable Teaching (PLAT) and develop literate and numerate students who can experience success as life-long learners.

### Overall summary of progress

2017 has seen significant changes to teaching practice to ensure the extensive range of students needs are being catered for. Staff have undertaken Professional Learning in the areas of Reading and Numeracy to improve overall professional practice. Systems for data analysis and collection have been improved, allowing teachers to target their teaching and learning programs. The engagement of the Educational Services team has allowed additional targeted professional developed based on SMART data analysis.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students tracked using Literacy and Numeracy PLAT data with the majority showing expected growth per semester relevant to expected time.	3 x casual relief days (PLAT professional Learning) \$1500	5 weekly reading and numeracy data tracking in place across all classrooms K–6.  Early detection system of students at risk of not meeting benchmarks in place. Timely and effective intervention practices occurring to ensure all students reach identified stage appropriate benchmarks.
Increased numbers of student growth in NAPLAN by greater than 50% between Years 3, 5, 7 as measured by three year Trend Data average for reading, writing and numeracy.	\$30,000 community partnership grant – used in collaboration with Dora Creek PS and Blacksmiths PS  'Bump It Up' teacher 1 day per week \$15,000, terms 2, 3 and 4 providing additional learning support.  Maths Improvement Teacher, targeting Aboriginal students – \$8396 Term 3 and 4 from Aboriginal funding	Successful in attaining a community partnerships grant to support Bump It Up initiatives across 3 schools. This grant supported in: <ul style="list-style-type: none"><li>• Purchase of additional SLSO hours</li><li>• Targeted and intensive Professional Learning for SLSO staff from the 3 schools</li><li>• Purchasing of additional resources</li><li>• Staff Professional Learning opportunities</li></ul> Engaged in Professional Learning around the 'Super 6' reading comprehension strategies and maths problem solving steps presented by Educational Services Team.  SMART data and item analysis, used to support teachers in identifying key teaching and learning areas.
All new scheme teaching staff complete an observation of another staff member and 1 lesson as an observer.	4 x casual days \$2000	Staff received Professional Learning from LAST teacher targeting reading lesson structure for implementation in 2018.

### Next Steps

During 2018, there will be a continued focus on achieving and exceeding our 'Bump It Up' targets. Key processes such as Quality Teaching, Future Focused Learning and targeted and explicit Professional Learning will be strategically built in to our 2018 – 2020 school plan, ensuring a continued and systematic approach to school improvements. 2018 priority areas will include:

- Establishment of a curriculum leader 0.6 to lead improved pedagogy across the school

- Targeted staff Professional Learning focused on best teaching practices in literacy and numeracy and the implantation of point of need teaching
- Instructional rounds/ Professional Learning walks to improve classroom practice for teaching staff
- Staff Professional Learning in 'Seven Steps to Writing Success'
- Staff PDP's reflect school priorities and Australian Professional Teaching Standards
- Improved data tracking – Systems for regular tracking of student learning resulting in useable and reliable data collection
- Data walls across the school in all classrooms
- SLSO staff trained in key focus areas such as 'Super 6' and 'Seven Steps to Writing' to support students at risk of not meeting benchmarks

## Strategic Direction 3

Foster the development of sustainable, innovative and collegial practices across the Western Shores Learning Alliance

### Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### Overall summary of progress

The Western Shores Learning Alliance (WSLA) Principals meet regularly to improve outcomes across the community of schools. Attendance at the whole WSLA staff Professional Learning meetings has improved, with more teachers taking on leadership roles. Attendance at the WSLA Education Week celebration improved in 2017 and parents were regularly engaging with the WSLA P&C, attending combined P&C meetings each term. The Aboriginal Education team working in consultation with the AECG has embedded a strong focus on K–12 improvement through Professional Learning, cultural understanding and an extensive transition process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
WSLA Aboriginal Education team to implement 3 initiatives in 2017	2 x Casual Days each to release 2 staff = \$1600  (Aboriginal background loading)	Aboriginal Education team established 3 committees: transition, culture and professional learning.  Culture team facilitated the Jarjum Soar cultural day for all WSLA Schools. This initiative was funded by a donation from Broad Spectrum.  Transition team organised a Stage 3–6 WSLA NAIDOC celebration at MHS. Establishment of Aboriginal Education Officer visits to WSLA schools.  Professional Learning Team coordinated a combined SDD for all WSLA staff on Aboriginal Education at Myuna Bay.
All WSLA Year 6 and 7 Aboriginal students have a PLP on Mgoals	Release of staff to hold PLP meetings twice a year with parents and AECG representatives = \$2400  (Aboriginal background loading)	100% of all Year 6 Aboriginal students had a PLP on Mgoals. PLPs were developed in collaboration with AECG, parents/carers, teachers and students.
Improved community awareness of WSLA and engagement in WSLA events	WSLA funds (held at Wyee PS) used to:  –purchase new tear drop flags for all WSLA schools (\$1277)  – advertise all schools in the Lakes Mail (\$1200)	The WSLA logo was included in all school newsletters and on all school websites increasing the awareness of WSLA across the communities.  The Education Week Award ceremony at MHS had an increased community attendance due to all schools having a performance item showcased on the evening. Awards were presented in recognition of student, staff, non-teaching staff and community members from all schools. New teardrop flags were displayed from all schools at the Awards ceremony.  WSLA schools continued the Education Week displays at Morisset Mall promoting each school to the broader community.



## Progress towards achieving improvement measures

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
SASS and Support staff to attend combined WSLA Professional Learning meetings		SASS network Professional Learning meetings were established in Term 4 with all School Administration Managers attending.
All schools initiate the implementation of PBL with 3 common expectations	Signs Training Reward Day	All WSLA schools have launched PBL and established the 3 common expectations  Stage 3 students from all schools attended the PBL launch at Morisset High School which strengthened the message that we all have the same expectations for behaviour.

## Next Steps

In the 2018–2020 school plan, WSLA initiatives will be embedded in each school's three strategic directions. These initiatives will provide enriching activities for our students and staff and are important processes in achieving our goals. Writing has been identified as an area that requires improvement across the WSLA schools and will be a focus for collaborative professional development. Further opportunities for collaboration between the schools and enhanced transition processes will also be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$26,877 total Low Level Adjustment for Disability	<p>Low level adjustment for disability funding allowed our school to employ a Learning and Support Teacher 1 day a week to support at risk and vulnerable students. Through effective data collection, teachers identified students at risk of not meeting minimum benchmarks who were then referred to the Learning Support Team for additional intervention support. Additional SLSO hours were provided to support students both in the classroom and playground.</p> <p>Funding was also utilised to ensure all identified students had Personalised Learning and Support Plans that were updated regularly.</p>
<b>Socio-economic background</b>	Total Socio-Economic Background – \$55,541	<p>A significant proportion of the Socio-Economic funding went towards the employment of additional SLSO hours to provide student assistance across the school and support intervention practices.</p> <p>A Speech Pathologist worked with teachers and students during first term as part of the speech support for schools initiative. Student assessments, parent workshops, staff Professional Learning and program development were all focus areas of the speech program. SLSOs continued the program for the remainder of the year once the speech therapist left.</p> <p>Additional resources to support key teaching and learning programs were purchased targeting specific student needs.</p>
<b>Support for beginning teachers</b>	\$17,513 – total beginning teacher funding	<p>Additional RFF hours for beginning teachers and the establishment of a teacher mentor program to support teaching and learning programming were introduced.</p> <p>Beginning teachers also received additional professional learning opportunities which were linked to their personal development plans.</p> <p>Beginning teachers also networked with other local schools and participated in classroom visits with more experienced teachers.</p>
<b>Aboriginal background loading</b>	\$19,896 – Total Aboriginal Background funding	<p>A significant range of opportunities were provided to our Aboriginal students through the Aboriginal Background funding allocation.</p> <p>Personalised Learning Plans were developed and reviewed regularly for all Aboriginal students in consultation with families and Aboriginal support networks such as AECG.</p> <p>SLSO hours specifically targeting Aboriginal students both culturally and academically were provided. Our SLSO provided a range of extra curricula opportunities such as gardening projects, art initiatives and visits to</p>

<b>Aboriginal background loading</b>	\$19,896 – Total Aboriginal Background funding	<p>our school such as possum skin cloak to give students a better understanding of local Aboriginal history and culture.</p> <p>Funding also went towards the employment of a teacher to support Aboriginal students in mathematics, an area identified through SMART data analysis.</p>
<b>Bump It Up</b>	<p>\$30,000 community of schools grant</p> <p>\$4,373 Literacy and Numeracy funding</p>	<p>Wangi Wangi Public School were successful in attaining a community of schools grant along with Dora Creek and Blacksmiths Public Schools to support 'Bump It Up' initiatives across the schools.</p> <p>Additional SLSO hours and targeted professional learning were provided in reading and numeracy to support current school programs.</p> <p>A teacher was employed to focus on specific Bump It Up reading and numeracy programs.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	53	53	49	49
Girls	38	37	48	52

Wangi Wangi Public School enrolments have increased in the past year, resulting in creation of 5 mainstream classes within the school. Significant work has occurred within the school community to ensure all local residents choose to enrol their children at Wangi Wangi Public School. Active transition programs with local pre schools have been put in place to continue the increase in enrolments.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	96.2	92.4	92.2
1	97.1	95.1	94.2	93.6
2	94.8	96.6	93.8	94.1
3	95.1	94.3	93.6	95.8
4	94.8	94.5	92.9	94.3
5	91.8	93.6	95.2	95.7
6	94.7	93.1	95.3	94.8
All Years	94.8	94.8	93.8	94.2
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

Attendance remains a priority at Wangi Wangi Public School and is monitored by school executive, teachers and administration staff on a weekly basis. Communication with parents through phone calls, letters home recognising patterns of missed attendance

and the Home School Liaison Officer are all essential elements of school attendance throughout the year.

All unexplained student absences receive a letter home, encouraging parents to return with an appropriate reason. Our school mobile app has an attendance feature, making notifying the school of all absences more convenient for parents.

Our school's attendance policy was updated and reviewed in 2017 ensuring it reflects current attendance targets.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	4.48
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
Other Positions	0

\*Full Time Equivalent

In 2017, we had one staff member who identified as Aboriginal. This staff member worked as a School Learning and Support Officer at Wangi Wangi Public School.

Our School also funds a relieving Assistant Principal role (\$32,301) through the Smaller Schools Staffing Supplementation – Primary Schools funding allowance.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	25

## Professional learning and teacher accreditation

During 2017, staff have engaged in a range of Professional Learning throughout the year, aligned to school strategic directions and identified needs. This professional learning involved formal training and opportunities for staff to build their own knowledge and capacity through collaborative work with peers. We also had one new scheme classroom teacher achieve proficiency against the Professional Teaching standards. Professional Learning undertaken at Wangi Wangi Public School in 2017 included:

- Mandatory training in Child Protection, Code of Conduct, CPR, Anaphylaxis, Work Place Health and Safety and Asthma.
- Super 6 Reading comprehension
- Bump It Up – High Expectations
- Mathematics – Effecting change through pedagogy to improve Numeracy
- Data collection including effective analysis and use (SMART and School based 5 weekly data)
- New Scheme teachers – Explicit Direct Instruction – Warm ups
- Speech training – Language links to Literacy (Speech delays, expressive and receptive)
- School Excellence Framework (External Validation)
- Curriculum implementation – Powerful Learning Accountable Teaching (PLAT) Reading, Writing and Mathematics.
- Reading – Literacy block, group work activities, running records
- Western Shores Learning Alliance Professional Learning including Aboriginal Education Staff development day
- Beginning Teacher workshop
- SLSO training – supporting students with Reading and Mathematics
- Positive Behaviour for Learning (PBL)

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 Actual (\$)
<b>Opening Balance</b>	43,016
<b>Revenue</b>	1,100,120
Appropriation	1,032,299
Sale of Goods and Services	672
Grants and Contributions	66,475
Gain and Loss	0
Other Revenue	0
Investment Income	674
<b>Expenses</b>	-1,031,764
Recurrent Expenses	-1,031,764
Employee Related	-929,178
Operating Expenses	-102,586
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	68,356
<b>Balance Carried Forward</b>	111,372

The school intends to use a significant amount of our remaining funds (\$55,000) to support our Bump It Up targets through the employment of a curriculum leader. This person will support both teachers and students to achieve better academic growth and results. This funding will also go towards training all staff in 2018 in the Seven Steps to Writing Success program, to be implemented in 2018. Another significant expense carried over to 2018 will be the work completed on our soft fall basketball court (\$14,300). These courts are in significant need of major repair as it is currently dangerous and unusable. This work is due to be carried out at the end of 2017 and to be finalised by Term 1, 2018. The remaining Bump It Up Grant of \$7775 will be distributed evenly among Wangi, Blacksmiths and Dora Creek Public Schools to go towards Bump It Up initiatives. Our remaining beginning teacher funding (\$7800) will be used to support a beginning teacher in their second year of teaching and will be put towards additional RFF time and targeted professional learning. Equity money (18,000) will be utilised to provide additional Learning Support time to ensure effective and targeted intervention continues in the 2018 school year. The remaining (\$7,388) will be put towards updating technology including Commbox' technology across the school. A CEPS bill will also be payed for casual relief teachers, accounting for available funds.

The processes that we are following are meeting the financial policy requirements – proper accounting records have been maintained and kept on site as per departmental requirements.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	841,791
Base Per Capita	14,824
Base Location	0
Other Base	826,967
<b>Equity Total</b>	102,314
Equity Aboriginal	19,896
Equity Socio economic	55,541
Equity Language	0
Equity Disability	26,877
<b>Targeted Total</b>	7,373
<b>Other Total</b>	40,664
<b>Grand Total</b>	992,142

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

The National Assessment Program monitors results and student growth across Years 3, 5, 7 and 9. Literacy and Numeracy results are reported on a scale from Band 1 to Band 10. The achievement scale presents increasing levels of skills and understandings demonstrated in these assessments.

In year 3, the student achievement scale is from Band 1 (lowest) to Band 6 (highest).

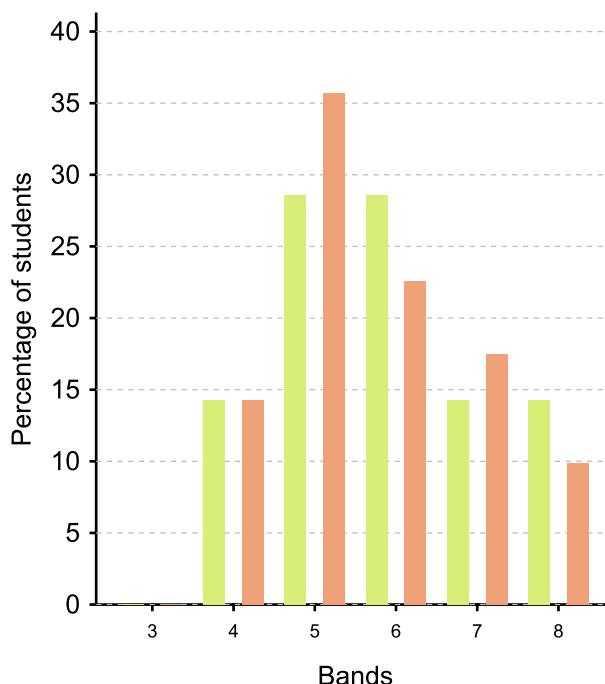
In year 5, the student achievement scale is from Band 3 (lowest) to Band 8 (highest).

Year 3 NAPLAN data showed that 22.2% of year 3 students achieved in the top two bands in reading and writing. 33.3% of year 3 students achieved in the top 2 bands in spelling. These results were achieved by a cohort of 9 students in year 3 during the 2017 school year.

Year 5 NAPLAN data showed that 28.6% achieved in the top 2 bands for reading an improvement from 2016 reading data. 35.4% of students achieved in the top 2 bands for spelling and 14.2% in writing. These results were achieved from a cohort of 14 students in year 5 during the 2017 school year.

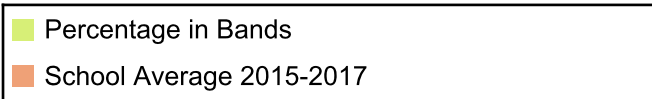
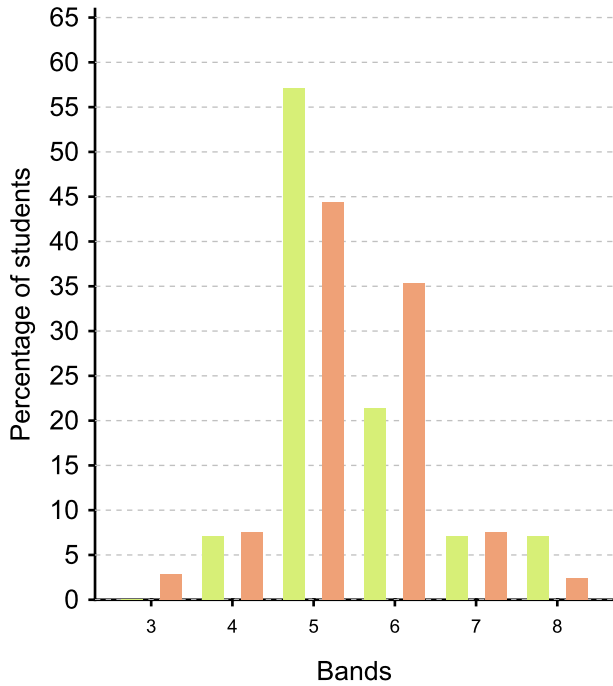
NAPLAN graphs for Year 3 are not represented as we had fewer than 10 students sit NAPLAN 2017.

**Percentage in bands:  
Year 5 Reading**

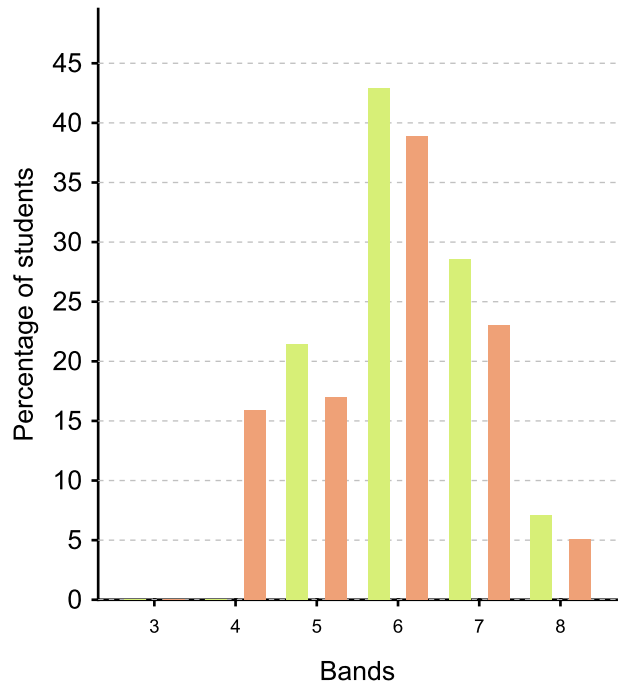




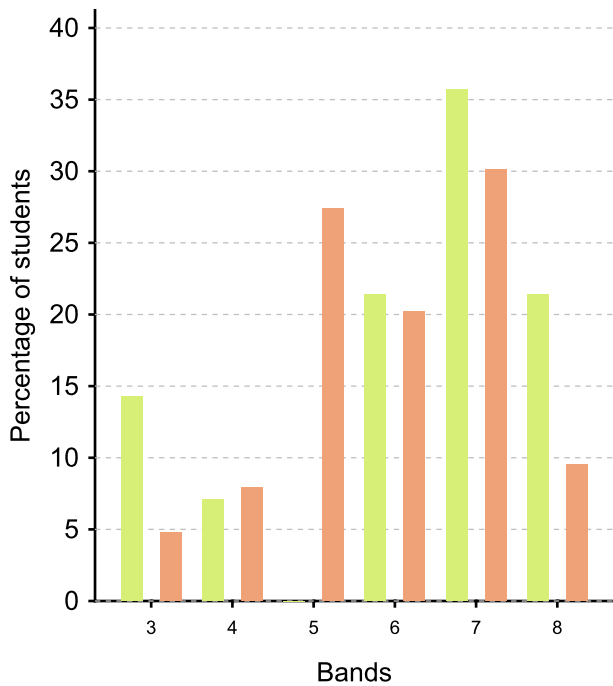
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



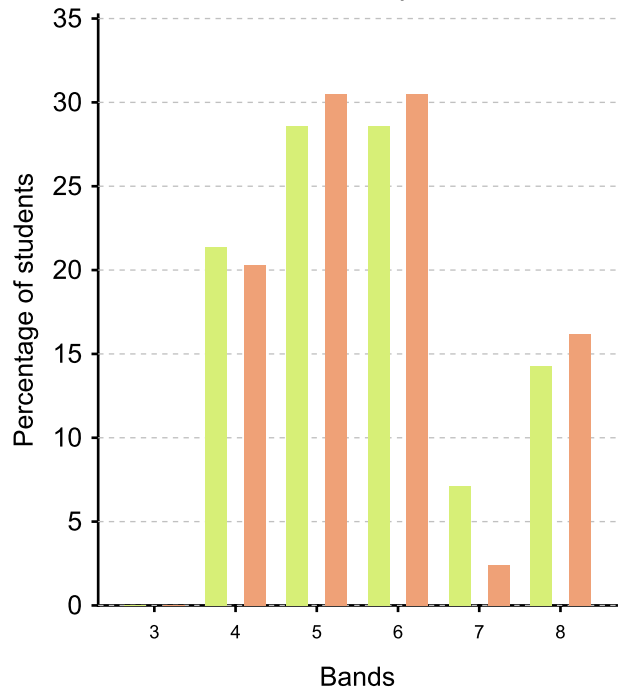
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Year 3 NAPLAN data showed that 11.1% of students achieved in the top 2 bands for Numeracy from a cohort of 9 students. Year 5 Numeracy data showed that 21.4% of students achieved in the top 2 bands based on a cohort of 14 students.

NAPLAN graphs for Year 3 are not represented as we had fewer than 10 students sit NAPLAN 2017.

**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <https://myschool.edu.au/school/41981> to access our school data.

Wangi Wangi Public School is committed to improving the educational outcomes for all Aboriginal and Torres Strait Islander students. 2017 data indicates that improvements have been made across the school including 100% of Aboriginal students both in year 3 and 5 are meeting minimum benchmarks within Writing and Spelling. Numeracy data indicates that 50% of Aboriginal and Torres Strait Islander students are meeting minimum benchmarks. Continued improvement and growth of our Aboriginal students is a key area of our 2018 – 2020 school Plan and Strategic Directions.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions and ideas of parents, students and teachers about their local school. Various methods are used to collect this information, including Tell Them From Me surveys, School mobile App, School Website visits, P&C meetings, e-mail correspondence, surveys, verbal conversations through informal and formal meetings and other school events.

Data from the 'Tell them From Me' survey confirmed that Wangi Wangi Public School is meeting and exceeding expectations of key stakeholders.

Parent/Caregiver Survey (18 respondents to the survey)

81% of parents indicated they feel welcome when visiting the school and 84% believed that they could easily speak with their child's teacher. 86% of parents felt they were well informed about school activities and 72% felt that school activities were scheduled at times when they could easily attend. 82% felt teachers listened to their concerns and 92% felt they could easily speak with the school principal. 92% felt all written information from school was in clear, plain language and 83% felt the school administrative staff were helpful when asking questions or assisting to solve problems.

Student Survey (43 respondents to the survey)

84% of students identified they had a positive sense of belonging at school and 83% had positive relationships. 98% of students valued schooling outcomes and 97% identified they tried hard to succeed in their learning. 82% suggested they were interested and motivated in learning and find classroom instruction relevant to their everyday lives. 84% of students felt teachers were responsive to their needs, and encouraged independence with a democratic approach. 75% of students felt that they understood classroom behaviour expectations and that they were fair and reasonable. 85% of students felt that teachers emphasised academic skills and held high expectations for all students to succeed.

Teacher Survey (8 respondents to the survey)

84% of school teaching staff felt that school leaders have helped establish challenging and visible learning goals for students. 78% felt that school leaders have provided useful feedback about their teaching and have helped improve their teaching practice. 81% felt that school leaders created a safe and orderly school environment and 81% felt that they have been supported through stressful times. 88% of teachers have shared lesson plans and other materials, reflecting strong collaboration. 91% feel they effectively monitor the progress of individual students and 82% felt that they set high expectations for student learning. 81% feel they can easily identify unproductive learning strategies. 88% feel students have ample opportunities to use computers or other interactive technology. 91% feel they establish clear expectations for behaviour across the school learning environment. 84% of teachers felt that they work effectively with parents to solve problems interfering with a student's progress.

## Policy requirements

### Aboriginal education

Wangi Wangi Public School is committed to improving educational success for all Aboriginal students. As a result, individual progress is tailored to support the achievement of outcomes and curriculum interventions are closely monitored with additional support funding for Aboriginal students. Strong home school partnerships have been promoted through regular meetings to review the progress of all Aboriginal students. A Personalised Learning Plan (PLP) is developed for each student in consultation with parent/caregivers, students, teachers and our Aboriginal School Learning Support Officer. Our senior Aboriginal students have all used the Mgoals format to plan and review their individual learning goals.

Aboriginal perspectives permeate through all aspects of school life and are supported by our Aboriginal Education Team. The team has a long standing, productive relationship with the local Itji–Marru Aboriginal Education Consultative Group (AECG). This continued focus is highlighted through:

- Curriculum focus areas incorporating Aboriginal perspectives
- Acknowledgement of Country
- Cultural celebrations such as NAIDOC and Reconciliation Week
- School finance priorities
- Key Partnerships

A commitment to the transition of Aboriginal students to High School is supported through our representation on the Western Shores Learning Alliance Aboriginal Education committee. This group has provided opportunities for local Aboriginal students including:

- Additional Transition to High School sessions
- Visits to local primary school's by the High Schools Aboriginal Education Officer
- Cultural days such as the hugely successful Jarjums Soar day held at Myuna Bay



### Multicultural and anti-racism education

Our school promotes understanding and tolerance within our school environment, across all Key Learning Areas and all participants in the school take great pride in being a highly supportive, inclusive and positive learning community. We have a range of students

across the school with multi-cultural family backgrounds and several students who have English as an Additional Language or Dialect.

We currently have 2 fully trained Anti-Racism Contact Officers (ARCO) who are present within the school each day to provide support and guidance where necessary. The role of the ARCO in schools is to be a contact between staff, students, parents and community members who wish to discuss any issue regarding racism. The ARCO role involves promoting the values of respect for all races and cultures.

Respect and inclusivity is promoted by Wangi Wangi Public School through:

- Key cultural celebrations
- Curriculum perspectives which include different cultural focuses
- Positive Behaviour for Learning (PBL)
- EALD teacher, supporting students with English as an additional Language or Dialect and new arrival students.