

# Wellington Public School

## Annual Report



2017



3420

## Introduction

The Annual Report for **2017** is provided to the community of **Wellington 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.

Darryl Thompson

Principal

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### Message from the Principal

#### Principal's Message – Darryl Thompson

On returning to WPS it is a pleasure to recount on the many achievements for 2017. These include:

- the continued excellent growth data that the school achieves in academic outcomes for all students;
- the integration of the Early Action for Success framework across the school which is only providing more explicit and structured support to even further improve literacy and numeracy progress;
- our outstanding Stephanie Alexander Kitchen Garden which addresses many significant healthy living outcomes whilst integrating this learning into the curriculum of the school;
- our continued success on the sporting field with our Girl's Cricket Team once again State Champions.

Aside from these highlights we sustained and continued to grow our full complement of programs and strategies.

Positive Behaviour for Learning (PBL) continues to underpin everything we do where our core business is to develop in our students a full understanding of what it means to be safe, respectful learners. Planned, explicit teaching happens in classrooms across the school each week to teach students to know what these things look like in different contexts and locations. Professional learning opportunities supported our committee members to stay on top of change following significant changes within the Department. PBL is very visible everywhere in our school.

We completed our 3 Year cyclic planning and our strategic directions remain as Quality Care, Quality Relationships and Quality Curriculum. These have been evaluated and in planning have been adjusted to the following three directions:

- Engaged Learners;
- Quality Practice and
- Educational Leadership.

Drumbeat, Reading Recovery (which will evolve into a new program next year), and Spelling Mastery have all been proven, to fit in really well with PBL, and data supports their continuance for both the academic and social gains being made.

Our two Learning and Support teachers continue to support the Fillial play-based therapy room which identifies students with high behaviour needs and provides specialised interventions to assist them. This year an introduction of this strategy for all staff through a professional learning experience took place.

Our Learning Support Team meets every week to discuss how to best help students of concern. The operational systems within this committee have been reviewed this year and changes are beginning to happen to improve efficiency.

Student attendance in Terms 1 and 2 was above 90%. A dip in Term Three gave us a yearly average of 89.54%. We will

continue to work towards our attendance rate reaching at least 91% where 85% is the minimum standard expected of any student. Our attendance officer will continue to work closely with our Deputy Principal, specific families and the Home/School Liaison team to support improvement in children being at school every day.

Our Preschool continued to offer two programs each week. Enrolments for these two sessions were made up of part-time and full time enrolments.

Growth continues to be achieved against the School Excellence Framework (SEF). This framework has been adjusted slightly for 2018. Every year, from now on, we will be able to see how we are going in achieving our endeavours to attain 'exceeding' in all areas. In 2018 the school will be participating in an External Validation using the SEF.

Our Aboriginal committee continues to operate very actively. Their collective brief is to provide support for the Stronger Smarter philosophy for Aboriginal students (totalling almost 60% of our school enrolment) to learn about their culture and be proud of their heritage – to believe in themselves and become the best they can be. This of course applies to all children and in our school there is to be no bias for one culture over that of others'. The 'community nest' has grown and the continued work on the Yarning Circle which was officially opened this year. Action planning guarantees the continuance of future directions. Thanks to the Dubbo Language Nest, and the provision of tutors we continue to have Wiradjuri language/culture lessons across the school every week.

Our School Counsellor Allocation has continued at 4 ½ day per week and both positions have been filled.

We continue to have a strong bond with the hearing bus team and audiology support is terrific for students with hearing deficits. Speech problems and mobility/muscular and movement problems are assisted through the employment of speech and occupational therapists.

The 'Sentral' student and school administration software package has proved an excellent asset in the effective management of the school. From the daily marking of class attendance rolls to communication amongst staff the system has been well received. In 2018 we plan to use it to generate student reports.

Can I pass on a vote of thanks to our hard-working Parents and Citizens Association. Although relatively few in number they are supported by many others who come to help when the call is made. This year their efforts have raised more than \$30 000 which will be allocated to improvements across the playground of the school.

I commend this report to you as an excellent summary of the many achievements at our school this year.

## School background

### School vision statement

We believe in the strength of a shared vision where education is the key to ensuring all students become active, informed citizens.

We strive to harness and broaden community collaboration to expand opportunities that will provide rich and diverse educational experiences that will enable every student to achieve personal excellence.

### School context

Wellington Public School has an enrolment of 520 students with 56% identifying as indigenous. The school caters for a diverse range of students in a low socio-economic community. There are 28 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

The school has 2 Instructional Leaders to provide tailored interventions in Literacy and Numeracy P-2, improved curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

## 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.

Data regarding our progress within the three domains of learning, teaching and leading was collected and analysed during Term 4 2016. In the Learning Domain, there is a demonstrated commitment within the school to ensure learning is accessible to all students and that it is engaging and challenging. The School has moved from delivering to sustaining and growing in each of the six elements.

In the Teaching Domain, the school has continued to support class teachers in identifying, understanding and implementing the most effective teaching methods. The school is sustaining and growing in each of the four elements of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

In the Leading Domain, our school leadership team supports a culture of high expectations and community engagement. The school is delivering in the elements of Educational Leadership, School Planning, Implementation and Reporting and Management Practices and Processes. The school is sustaining and growing in the element of School Resources. Utilising the expertise and interests of school staff, many programs such as the Stephanie Alexander Kitchen Garden Program, Boys Shed and Filial Play have led to improved outcomes for many of our students.

Our self-assessment 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

### Quality Care

#### Purpose

To identify the social, emotional, cognitive and spiritual needs of children and cater for these needs, ensuring students are prepared for optimal learning in a safe and caring environment. Tiered interventions are utilised to ensure students are effectively supported at their point of need.

#### Overall summary of progress

During 2017 structures and resources were put in place to support student welfare and engagement. These included an increase in staff numbers on playground duty and a range of supervised activities on the playground. A Boys Shed operated one day per week to support a small handful of boys who were disengaged from their learning. Plans were developed in consultation with the Beautification Committee to provide more physical play spaces on the playground. Collaboration with agencies such as Mission Australia, Barnardos, Family Referral Service led to support for 43 families, resulting in improved attendance and engagement of vulnerable students. Ninety percent of targeted students improved their attendance. The continued employment of an Attendance Officer resulted in increased support being provided to a significant number of families through home visits and phone calls.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in students falling below 85% attendance.	Employment of Attendance Officer 2017:  \$37,230  Partnerships with FRS and Barnardos.	<ul style="list-style-type: none"><li>• Overall, attendance improved from 89.7% in 2016 to 91.1% in 2017. The school's Attendance Officer focused on students in Kindergarten to Year 2, particularly those whose attendance was below 85%. Twenty nine students were identified as chronic attendance concerns. Sixty two percent of these students improved their attendance.</li><li>• Close partnerships with Barnardos and FRS also enabled children with poor attendance to be prioritised for the Breakfast Club program including transport to school.</li><li>• A strong focus on wellbeing led to increased staff on the playground. A selection of structured games, managed by teachers and support staff provided students with a variety of activities in the playground.</li></ul>
Implementation and development of case management of identified students.	Family Referral Service Case Worker at school one day per week.  Learning and Support Teachers (LaSTs)  \$136,338.12	<ul style="list-style-type: none"><li>• Access to a case worker from FRS has enabled the school to work with and support many of our more vulnerable students. This has resulted in improved relationships with families.</li><li>• Clear and transparent processes in place through case management of students with complex needs managed through the through the LST.</li></ul>

#### Next Steps

- Continue to target attendance in the early years of school.
- Develop Attendance Plans in consultation with targeted families to assist with issues impacting on their child's attendance.
- Consult with Beautification Committee to target areas of playground to upgrade.
- Continue to review and refine LST processes to ensure support to students is readily accessible.

## Strategic Direction 2

### Quality Relationships

#### Purpose

To promote a sense of belonging where the whole school community are welcomed and valued which will further support and endorse quality teaching and learning. We recognise the importance of parents, families and support agencies as integral members of the school community and partners in student learning.

#### Overall summary of progress

In 2017 WPS continued to support quality teaching and learning through the strong partnerships developed with families, support agencies and the wider school community. We formally collected data regarding parent participation in various events such as NAIDOC Day, Variety Bash, Mother's and Father's Day, Easter Hat Parade and Book Week. Parents as volunteers in the classroom was welcomed and encouraged by teachers and both SLSO staff and parents participated in learning around reading strategies that supported their effectiveness as classroom volunteers and support within the home. The Learning and Support team met fortnightly to monitor student needs and formalise the case management process and a flow chart was developed for the referral process to support staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Initial collection of data that will be the basis for short term targets and long term goals	Classroom Teachers Whisper WPS App Signs	Notes are sent home informing parents of upcoming events. Teachers have been instructed to have a support person during parent interviews.
Replace anecdotal and subjective data with formative and summative (qualitative and quantitative) data	\$9500 for FRS 0.2 Staffing allocation (\$20000)	Real time referrals sent to Teachers regarding students referred to LST. LaSt have listed services that LSt can provide to teachers when they are referring a student.  Kim Frost (Uniting Care) works from Wellington Public School each Friday with at Risk Families.

#### Next Steps

- The playground beautification team will work on planning of outdoor spaces that will enhance spaces for learning and the functionality of the school grounds.
- A communication team to be formed to assist in the increase of parent feedback and transparency across the school community. Introduction of online communication sources such as Facebook.
- Co development with students and the community the expectations of behaviour.
- Assistant Principals will be provided with additional RFF time to be used to mentor and support teachers.
- Yarning circle and community nest utilised to its full potential and to be inclusive of a diversity of cultures.
- Continue to develop a Learning Support Team document to assist classroom teachers to access appropriate support.



## Strategic Direction 3

### Quality Curriculum

#### Purpose

To provide all students with meaningful learning experiences that are accessible, engaging and challenging by providing the tools for students to make connections, grow in confidence and become successful learners. Students are tracked against the Literacy and Numeracy Continuums and teaching is informed by data collected about student learning.

#### Overall summary of progress

In 2017 WPS continued to focus on the collection of accurate student learning data to inform teaching. An additional Instructional Leader was employed to work with Stage 2 and 3 students and teachers, to enhance students' learning of Literacy and Numeracy, and to promote continuity across the school. Collegial discussions, co-operative planning and tailored Professional Learning strengthen teacher's capacity to use learning data effectively and cater for individual student's learning needs.

Curriculum Committees drove the implementation of new syllabi by providing professional learning to staff and supporting colleagues in Stage groups.

Acknowledging the significant changes to occur in the School in 2018 (eg a new Principal, the implementation of the National Learning Progressions and PLAN 2) it was decided to maintain school structures and staffing where possible.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classes have implemented student involvement in the reporting process	<p>10 days to release teachers for data meetings –\$4000 (EAfS)</p> <p>Most data meetings occurred at break times or before/ after school – no cost</p> <p>0.5 Instructional Leader – \$79,636</p> <p>Co-operative Planning release hour – \$ 118,000</p>	Few classes have achieved this aim. Classes are working to prepare students to be involved in this process. All teaching staff have been involved in data meeting with Instructional Leaders to discuss, analyse and plan for individual students. Assistant Principal given summaries of Stage Literacy and Numeracy data termly.
Maintain positive growth in all NAPLAN trend data graphs		NAPLAN Trend data since 2015 shows positive growth in Year 5 Literacy and Numeracy and Year 3 Numeracy.
10% less Aboriginal students in the two lowest bands in Years 3 and 5		<p>In 2017 all NAPLAN assessed areas of learning had <b>increases</b> in the number of Aboriginal students in the lowest two bands:</p> <p>Comparing <b>Year 3</b> (2016–17)</p> <p>Reading 66%(9 – 15) Writing 120% (5 – 11)</p> <p>Spelling 150%(6 – 15) Grammar and Punctuation 89% (9– 17)</p> <p>Numeracy 11%(9 – 10)</p> <p>Comparing <b>Year 5</b> students 2016 –2107</p> <p>Reading 38%(18 – 25) Writing 50% (12 – 18)</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% less Aboriginal students in the two lowest bands in Years 3 and 5		Spelling 44%(9 – 13) Grammar and Punctuation 170%(9 – 25)  Numeracy 90%(10 – 19)
Increase the proportion of NSW students in the top two NAPLAN bands by 8% (bump it up strategy)		In 2017 WPS increased the proportion of students in the top two bands in these learning areas:  Comparing <b>Year 3</b> students 2016 –2107  Grammar andPunctuation 58% (12– 19)  Numeracy 44%(9 – 13)  Comparing <b>Year 5</b> students 2016 –2107  Reading 30%(9 – 12)  Writing 40%(5 – 7)  Numeracy 50%(6 – 9)
Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for Reading and Numeracy by 30% by 2019		In 2017 WPS increased the proportion of Aboriginal students in the top two bands of Year 3 Numeracy by 40% (12– 19 students) and Year 5 Reading by 100% (1 – 2 students). Year 5 Numeracy remained the same and Year 3 reading decreases by 1 student. The school continues to work towards and improve on the goal of 30% increase by 2019.

## Next Steps

Curriculum committees will continue to share resources, new information and teaching ideas, building deeper understanding of the curriculum that allow teachers to integrate subjects into meaningful learning experiences.

Review of NAPLAN data to see how positive trends can be continued and areas of concern addressed.

The purpose and expectations of cooperative planning sessions will be clarified to ensure this highly valued time remains productive and in-tune with the school plan.

Executive staff will be supported in mentoring, leading and building capacity in staff.

Practices to supported students to develop greater understandings of their role in their learning will be implemented including student–parent–teacher reporting and information sessions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Targeted Norta Norta Funding</p> <p>\$36,000</p> <p>Total Aboriginal Background Loading</p> <p>Tunin In – Marcia Hill 3 days a week</p>	<p>All Aboriginal students have Personal Learning Plans to support their learning. These plans are shared and developed with parents during the year.</p> <p>Cultural significance and pride in their Aboriginal heritage is promoted in many experiences. Our Aboriginal committee develop initiatives to allow for new learning experiences, both in classrooms and school-wide initiatives and celebrations. Students in risk of not achieving in Years 3 and 6 have been identified in NAPLAN results and have been supported. The Norta Norta Program has allowed for individual and small group support with a focus on literacy and numeracy. Our Aboriginal committee continue to oversee planning to keep an Aboriginal focus in planned activities. Wiradjuri language lessons this year have continued with a strong partnership with the Language Nest operating from the Dubbo TAFE. All classes have weekly lessons.</p> <p>Tunin In – is a Preschool education initiative which aims to assist Aboriginal parents/caregivers to support their child's early learning through the use of social media.</p>
<b>English language proficiency</b>	\$3491	
<b>Low level adjustment for disability</b>	<p>Spelling Mastery</p> <p>Speech Therapy– \$40,000</p> <p>\$35,000 SLSO</p> <p>Filial Play Therapy</p> <p>Corrective Reading</p> <p>Home Reading \$800</p> <p>Drum Beat \$449</p>	<p>Individual students who are identified by staff as requiring additional support have a detailed Learning Support Plan prepared for them in collaboration with parents, outside agencies and school staff. Adjustments that allow the child to access curriculum on the same basis as all other students are put in place across all settings and regularly monitored and updated as a child's needs change.</p> <p>Students who need more extensive support are referred to our Learning Support Team where their needs are considered and strategies developed to provide both the student and their teacher with what they need to move each individual toward their next goal. Support provided by WPS may include modified learning expectations or tasks, observations and classroom support by specialist staff and school programs aimed at providing intensive targeted support. Some of these school programs include:</p> <p>Spelling Mastery: implemented across all classes Year 1 – Year 6</p> <p>Corrective Reading – Targeting Stage 2 and 3 students at their assessed level.</p> <p>DrumBeat – supporting social and emotional development</p>

<b>Low level adjustment for disability</b>	<p>Spelling Mastery</p> <p>Speech Therapy– \$40,000</p> <p>\$35,000 SLSO</p> <p>Filial Play Therapy</p> <p>Corrective Reading</p> <p>Home Reading \$800</p> <p>Drum Beat \$449</p>	<p>Filial Play – helping children to regulate their behaviour.</p> <p>Speech – Working with children after Kinder students were screened to develop communication skills.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing allocation</p> <p>\$29,186.32</p>	<p>Instructional Leader employed to support teachers in Stage 2 and Stage 3. This is aimed at further developing and sustaining collaborative practices. Support was provided in the Literacy and Numeracy areas.</p>
<b>Socio–economic background</b>	<p>Staffing Allocation</p> <p>Funding for 4 SLSOs</p> <p>\$140,560.08</p>	<p>School Learning Support Officers in every Kindergarten classrooms providing support to classroom teachers to meet the learning needs of all students.</p>
<b>Support for beginning teachers</b>	<p>Staffing allocation</p> <p>\$13,000</p>	<p>One beginning teacher in 2017. This supported provided the teacher with additional release time and support.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	277	279	252	266
Girls	217	229	215	218

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.3	87.9	88.1	91.2
1	90.9	90	87.9	90.1
2	92.2	90.3	90.1	92.6
3	92	91.2	89.5	92.4
4	92.3	90.3	93.3	90.3
5	92.3	90.7	89.8	90.8
6	87.8	92.5	89.9	89.9
All Years	91	90.3	89.7	91.1
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

Decreasing the number of students falling below 85% in attendance was a focus during 2017. With the assistance of the school's Attendance Officer there was a strong focus on the early years of school. Although behind State Average, the data shows a steady increase in attendance rates from Kindergarten to Year 3. In 2018, the school will continue to support staff, families and students to improve attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	21.19
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.98
Other Positions	0

\*Full Time Equivalent

During 2017, 85 staff members were employed at the school. This figure included full time, part time and casual employees. Approximately 54% of the student population identify as Aboriginal. To promote a sense of belonging where the whole school community were welcomed, it was important that our workforce consisted of members of the local Aboriginal community.

There were 4 Aboriginal teachers and 13 school learning support officers (SLSOs) who identified as Aboriginal.

The school has two permanent Aboriginal Education Officers (AEOs) and one Aboriginal Attendance Officer. These positions have enabled strong links with many of our Aboriginal families, resulting in improved educational outcomes for a number of our more vulnerable students.

The employment of a Community Engagement Officer in the Preschool through the Tunin' In initiative has increased the capacity of the Preschool to engage with local families. This brings the total number of Aboriginal employees in the Preschool to three out of five.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

All staff are required to undertake professional learning each year to ensure students receive the best possible education at our school. All teachers, school and administrative support staff (SASS) and SLSOs are required to complete Performance Development Plans (PDPs) with their supervisors, taking into account the School Plan and developing professional and personal goals. These plans are reviewed at least twice a year. Any professional development should be related to goals set in these plans.

During 2017 significant professional learning was undertaken in literacy and numeracy with the support of the school's two Instructional Leaders. Much of this learning was carried out in the classroom, where research shows there will be a greater impact on student learning. A number of staff also continued their training in Language, Learning and Literacy (L3).

All Preschool staff attended intensive training in Stronger Smarter for Early Learning as well as two more teachers attending the K–12 Stronger Smarter training. Knowledge gained from this training continues to drive the schools Ngaguwany–guwal Committee to improve outcomes for Aboriginal students.

Accreditation

## 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.

During 2017:

- voluntary school contributions assisted with the operation of the school bus and our excursion program
- there was no significant variation between income and expenditure
- expenditure on student curriculum materials, resources and technology has been similar to previous years.

Receipts	\$
<b>Balance brought forward</b>	<b>282,033</b>
Global funds	364,282
Tied funds	1,573,071
School & community sources	65,479
Interest	5,289
Trust receipts	56,020
Canteen	0
<b>Total Receipts</b>	<b>2,064,141</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	16,553
Excursions	44,843
Extracurricular dissections	39,706
Library	1,367
Training & Development	0
Tied Funds Payments	907,180
Short Term Relief	63,766
Administration & Office	71,464
Canteen Payments	0
Utilities	55,122
Maintenance	14,738
Trust Payments	49,569
Capital Programs	0
<b>Total Payments</b>	<b>1,264,309</b>
<b>Balance carried forward</b>	<b>1,081,865</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,129,113
Appropriation	1,091,384
Sale of Goods and Services	9,081
Grants and Contributions	28,388
Gain and Loss	0
Other Revenue	0
Investment Income	260
<b>Expenses</b>	-606,356
Recurrent Expenses	-606,356
Employee Related	-434,342
Operating Expenses	-172,014
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	522,757
<b>Balance Carried Forward</b>	522,757

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,262,016
Base Per Capita	77,761
Base Location	100,046
Other Base	3,084,209
<b>Equity Total</b>	1,424,897
Equity Aboriginal	582,875
Equity Socio economic	539,237
Equity Language	6,164
Equity Disability	296,622
<b>Targeted Total</b>	928,446
<b>Other Total</b>	846,971
<b>Grand Total</b>	6,462,331

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.

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.

As in previous years:

- your school's financial management processes and governance structures meet all financial policy requirements
- all funds available will be used to cover wages and resource costs for the end of Term Four 2017.

### Financial summary equity funding

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

# 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.

**In 2017, Year 3 increased in the percentage of students achieving bands 5 & 6 in Grammar and Punctuation with Year 5 increasing the percentage in Reading & Writing.**

### READING

Year 3: Overall decrease in scaled scores with the exception of boys who achieved an increase. Overall lower achievement compared to SSG schools with the exception of boys who achieved higher scaled scores.

Year 5: Overall all students increased in scaled scores. Both Aboriginal students and girls had a decrease in scaled scores with boys achieving an increase. All students achieved a higher scaled score than SSG schools.

### GRAMMAR AND PUNCTUATION

Year 3: Overall increase in scaled scores with the exception of Aboriginal students and girls who achieved a lower score. Overall higher achievement compared to SSG schools with the exception of Aboriginal students and girls.

Year 5: Overall all students decreased in scaled scores. Aboriginal students had a lower scaled score compared with SSG schools with all other students achieving a higher scaled score.

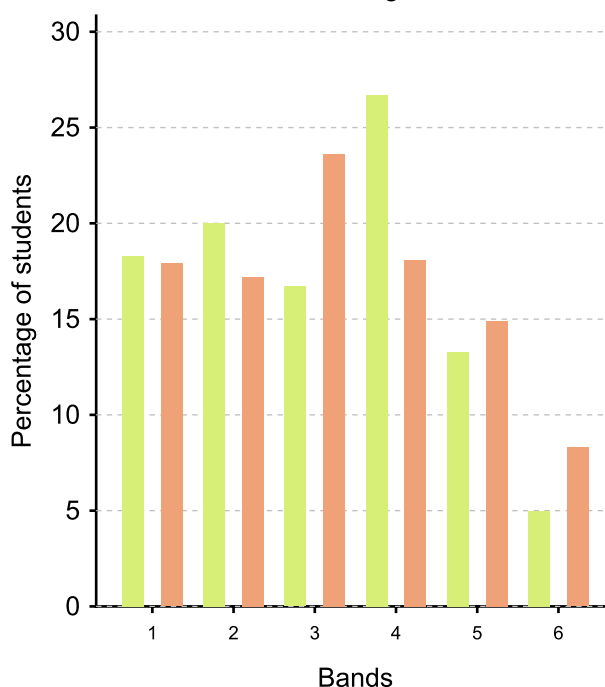
### SPELLING

Overall all students decreased in scaled scores and achieved a higher scaled score compared with SSG schools.

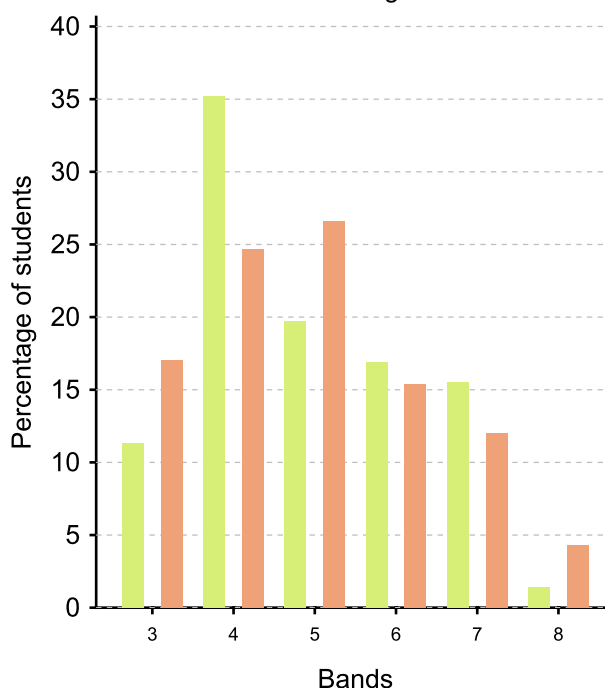
### WRITING

Overall decrease in scaled scores with lower achievement compared to SSG schools for Year 3 and higher scaled score than SSG schools for Year 5 students.

Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 5 Reading



**In 2017, Year 3 and Year 5 both increased in the percentage of students achieving bands 5 & 6 in Numeracy.**

### Data, Measurement, Space and Geography

Year 3: Overall increase in scaled scores between



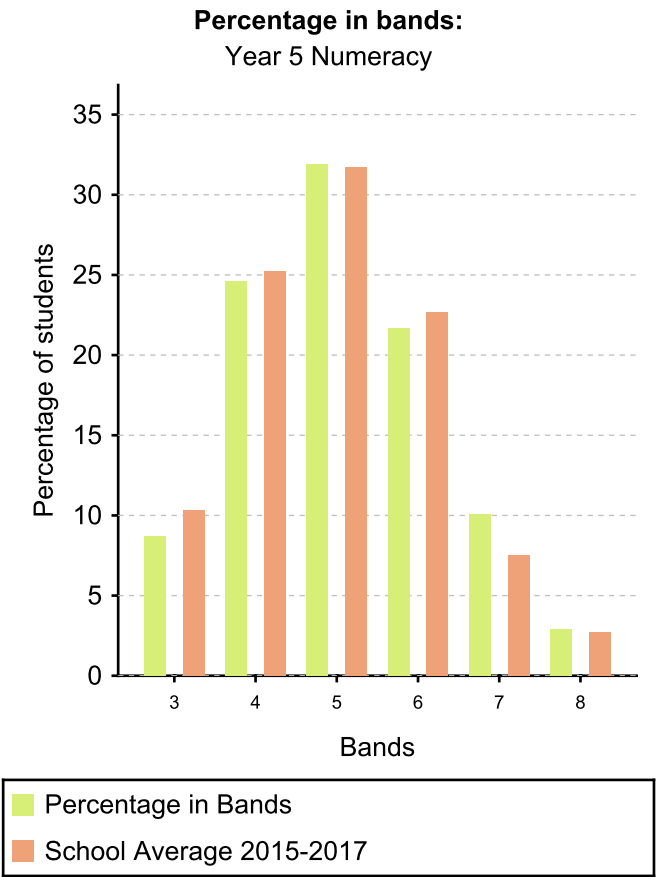
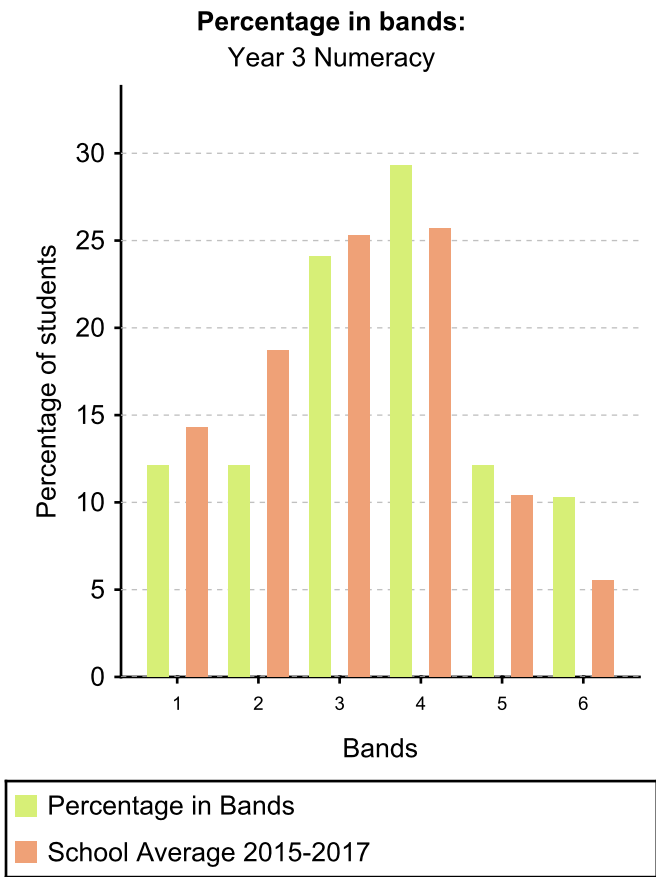
2016 and 2017 with the exception of girls who achieved a decrease. Overall higher achievement compared to SSG schools.

Year 5: Overall slight decrease in scaled scores between 2016 and 2017. Both Aboriginal students and boys had an increase in scaled scores with girls achieving a decrease. All students achieved a higher scaled score than SSG schools.

Number, Pattern and Algebra

Year 3: All students achieved an increase in scaled scores and a higher scaled score than other SSG schools.

Year 5: Overall all students saw a decrease in scaled scores but scored higher than other SSG schools.



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

## Parent/caregiver, student, teacher satisfaction

Tell Them from Me surveys were carried out to solicit parent, teacher and student satisfaction in 2017. Separate community/parent surveys were also conducted during Term 4. These have provided valuable information which will inform planning in 2018.

Overall, seventy nine percent of students had a positive sense of belonging. Ninety three percent said they tried hard to succeed and ninety percent of students felt good about their culture while at school.

Both teachers and parent/carers considered the school to be an inclusive one, catering for the needs of all students. Teachers felt that improvements could be made in accessing technology to assist with learning goals. Improving access to technology will be a focus for 2018.

The vast majority of parents/carers surveyed felt that they were listened to and could approach class teachers with concerns. The school was also seen as a safe and caring learning environment. Many parent/carers thought that communication regarding school activities and events could improve. There were many requests for a school Face Book page. A Communications committee was established at the end of the school year to develop an Action Plan to improve communication between home and school. A Face Book page will begin in 2018.

## Policy requirements

### Aboriginal education

Approximately 56% of students at Wellington Public School identify as Aboriginal. As a result, a significant proportion of our funding allocation is directed towards supporting these students. This funding enables two Aboriginal Education Officers who assist us to build positive relationships with our community. The school has also employed an Aboriginal Attendance Officer who assists many families to access the support they need to ensure children attend school.

Many of our SLSO positions are filled by local Aboriginal community members. Three of the four staff members at the Preschool are also Aboriginal. As per Departmental policy, Aboriginal children are prioritised in accessing our Preschool.

The school continues to promote the Stronger Smarter philosophy of having high expectation relationships. During 2017, three Preschool staff members attended the Early Childhood Stronger Smarter Leadership training. The schools Aboriginal Committee, Ngaguwany-guwal Committee consisting of members from across the school has continued to set goals to ensure all children at Wellington Public School are exposed to and immersed in local Aboriginal culture and traditions. Wiradjuri Language classes continue to be successful, involving all classes including the Preschool.

Our Yarning Circle was officially opened in 2017. The opening was attended by many local Aboriginal people including Elders. There was a concerted effort in 2017 to celebrate and/or remember significant events such as National Sorry Day, Reconciliation Week and NAIDOC Day. A number of students also visited Nanima to learn about Wellington's Aboriginal history and culture. These excursions were very popular and involved Elders from the Nanima community.

### Multicultural and anti-racism education

The school only has a very small handful of students from different cultural backgrounds other than Aboriginal. It is very important, however that students are exposed to learning about different cultures. Learning about and respecting other cultures is woven into class lessons. All children are involved in learning about a different country each year. Harmony Day is celebrated each year and children are taken through various activities to promote an understanding and valuing of difference.

Our PBL expectation of being respectful is taught on a daily basis. Being respectful of differences and learning from each other is taught to children as we strive to be as inclusive as possible.

The school now also has a trained Anti-Racism coordinator.