

Wingello Public School Annual Report



2017



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Introduction

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

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School background

School vision statement

A school of Excellence, Opportunity, Quality Education and Achievement.

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

School context

Wingello Public School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 26 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is strong and effective and benefits from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 1 part time teacher and 12 part-time school office manager. The school structure consists of an Early Stage & Stage 1 class and a Stage 2 & Stage 3 class with the ratio being 1 teacher to 13 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Domain of Learning:

After collaboration to collect, compile and evaluate evidence for the Learning Domain, Wingello Public School believes that we are Excelling in Learning Culture, Wellbeing and Curriculum and Learning, and Sustaining and Growing in Assessment and Reporting and Student Performance Measures. Our Learning Culture and Wellbeing are supported by a collective, school-wide approach to implementing PBS, 21st Century Pedagogy, Visible Learning Pedagogy and whole school student leadership initiatives. These build positive and respectful relationships which has led to a productive learning environment. We Excel in Curriculum and Learning because our team is delivering innovative, evidence-based and engaging curriculum programs in the classroom, during learning support and through the enrichment activities we offer. We believe we are excelling in most areas of Assessment and Reporting due to our systematic approach to collecting and working with data to design future learning that meets student's individual needs, but we need to work on reporting back to parents about their child's growth. We believe that many of our students are showing higher than expected growth on internal school performance measures.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

After collaboration to collect, compile and evaluate evidence for the Teaching Domain, Wingello Public School believes we are Excelling in Effective Classroom Practice and Professional Standards, Sustaining and Growing for Data Skills and Use, Collaborative Practice and Learning and Development. Classroom teachers are high impact as they individualise learning, routinely assesses students and monitor their improvement, implement a range of evidence-based quality teaching and learning programs, rigorously maintain professional currency and implement and promote student ownership over learning. WPS teachers routinely incorporate data analysis when planning for learning and to monitor

student progress to identify gaps in learning. We are Sustaining and Growing in Collaborative Practice because teachers regularly work together across the Small Schools Network and in our home school to improve teaching practice. In Learning and Development we are Sustaining and Growing only, as we would like to better support beginning and early career teachers.

The results of this process indicated that in the School Excellence Framework domain of Leading:

After collaboration to collect, compile and evaluate evidence for the Leading Domain, Wingello Public School believes we are Excelling in Management Practices, and Sustaining and Growing in Leadership, School Planning Implementation and Reporting and School Resources. In the area of Management Practices we have systems, practices and policies in place to promote a well-functioning school. In Leadership all teachers work beyond the classroom in purposeful leadership roles to build their professional capacity and expertise. Our School Planning is purposeful and systematic and there are practices in place to evaluate and review milestones and oversee the implementation of strategic directions. For School Resources, strategic financial practices are in place to manage whole school resources and ensure flexible learning spaces are used to support student learning.

At the completion of the External Validation process the panel disagreed with our self assessment in Data Skills and Use, and School Planning Implementation and Reporting and bumped us up from Delivering to Sustaining and Growing in both domains.

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

Strategic Direction 1: Quality Teaching and Learning

Purpose

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential.

To equip students with essential skills, knowledge and understanding to thrive and compete in a 21st century world through literacy and numeracy focussed, quality teaching and learning programs.

By focusing on writing and numeracy in quality teaching and learning for the next three years and by developing strategic action plans to support this learning, we will ensure that the teaching focus, the professional learning, student direction and parent communication lead to improvement in student outcomes.

Overall summary of progress

Review of data collected from NAPLAN indicated that Literacy targets were met by all students in Year 5, with 20% of students below the national minimum standards for writing and 100% of students above the national minimum standards for all Literacy. In Year 3 20% of students were below the national minimum standards in Literacy. SMART data was analysed by staff and areas of literacy needing improvement were prioritised. All students achieved above the national minimum standards in Numeracy. In Year 3 20% of students failed to achieve the national minimum standards in Numeracy. results showed that the middle needed to be moved to the top in Literacy and Numeracy.

Learning and support processes were implemented to identify, monitor and plan strategies for students who have identified as not meeting targets. As a result learning targets improved as seen in student growth data. Aboriginal students were targeted and supported through Personalised Learning Pathways.

Targeted professional learning included Visible Learning classroom practices, Feedback and Bong Bong Learning Community Consistent Teacher Judgement in Writing..

Ongoing professional discussion and reflection focused on using and understanding all aspects of the Literacy and Numeracy continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% of students will achieve at or above National Minimum levels in NAPLAN in writing and numeracy.	Resources – \$750.00	<ul style="list-style-type: none">• In Year 5 80% of students achieved above the national levels in NAPLAN in writing.• In year 3 80% of students achieved at or above the minimum standard.
100% of students will achieve at or above National Minimum levels in NAPLAN in Reading.	Reading Eggs Subscription – \$294.60 Resources – \$890.00	<ul style="list-style-type: none">• All students in Year 5 achieved at or above the minimum standard in Reading.• in Year 3 80% of students achieved at or above the minimum standard in Reading.
100% of teaching staff will have documented evidence and professional learning plans in line with the Professional Learning Framework	QTSS Allocation – 0.026	<ul style="list-style-type: none">• In 2017, all teachers developed PLP's that were aligned to the Strategic Directions and the School Excellence Framework. Staff also included a personal professional learning goal.

Next Steps

- Staff continue professional learning with the Bong Bong Learning Community in week 4 and week 8 of each term.
- Training new staff in Visible Learning and Count me in Too.
- Targeted Literacy and Numeracy support for Aboriginal students.

Strategic Direction 2

Strategic Direction 2: Student Well Being

Purpose

Student well-being is of the utmost importance at Wingello Public School. The processes and practices of Student well-being will be imbedded into direction 1 and 3.

To develop each student's personal and social capability, ethical behaviour and understanding of diverse needs and cultures through best student engagement and practice. We will continue to build on and expand effective school practices.

Overall summary of progress

The focus for 2017 was to further reinforce positive behaviour techniques by creating a culture where students take responsibility for their own behaviour and so enhance the well-being of all students.

All students were coached in the school values of Respect, Responsibility and Safety. Students taught effective techniques for resilience and positive behaviour in class and in the playground.

A levelled merit system was used daily to support positive behaviours. This included free and frequent rewards, merit and principal rewards. Students requiring adjustment and learning support received strategic support in times of need.

Staff combined to implement a consistent approach to wellbeing using the PBS system with clearly defined behavioural expectations. Parents received information about the PBS system to better understand the behaviours, attitudes and expectations of students at school and in the community.

Students requiring learning adjustments were catered for with six students attending a gifted and talented program and ILP and support programs developed to support students at risk.

School data showed resilience and positive behaviour has significantly increased by a reduction in data collected on minor and major incidents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate resilience and positive behaviour techniques in the classroom and in the playground – evidenced by increased class and merit awards.	Resources – \$100.00	<ul style="list-style-type: none">• Students actively engaged in learning surrounding school PBS values ,Respect, Responsibility and Safety.• Teachers promoted student well-being and personal success by differentiating teaching and learning, with an emphasis on embedding 21st century learning in the classroom.• Teachers attended professional learning to further develop skills and knowledge necessary for differentiation and 21st century learning in the classroom.
Stronger links are built with the local aboriginal community – evidenced by more interaction in the school community.	School Learning Support Officer Salary – \$2622.00 Aboriginal Culultural Day – \$155.00	<ul style="list-style-type: none">• Aboriginal students supported with extra learning support.• All students attend Aboriginal Cultural Day at Genquarry Public School.
Parent and student surveys indicate strong levels of school satisfaction.		<ul style="list-style-type: none">• In 2017 a Parent Satisfaction survey was conducted to evaluate parents opinions on the school based on the 3 strategic Directions.

Next Steps

- Teachers continue to promote student well-being and personal success by differentiating teaching and learning, with an emphasis on embedding 21st century learning.
- To provide more opportunities for parents to understand how their children learn at school.
- Continue to update the learning spaces as funds permit.

Strategic Direction 3

Strategic Direction 3: Community Engagement

Purpose

The school community is engaged with school on a daily basis. The focus has always been on engaging in school events or happenings rather than the educational issues of school.

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engagement and strong communication.

Overall summary of progress

The schools multi-faceted communication strategy further developed and enhanced to engage staff, parents, students and the wider community of students' successes, school planning and management. School website updated regularly and class teachers report on classroom learning in the school newsletter. Teachers actively communicate with parents on student progress and expectations on a regular basis. Students actively participate in school and community events that reinforce our values, including raising money for various charities .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff regularly update School Website with class photos, comments and happenings.		• School website updated regularly.
Parents access school information via website, emails, school newsletter and School Enews app	.	• Parents informed regularly of school events and changes to routines
School signs regularly updated.		• Senior students take responsibility to update school signs.

Next Steps

- Carry over plan to actively build indigenous community relationships by seeking support in developing an indigenous bush tucker garden in the school's nature area.
- Seek support from parents and community volunteers to continue and develop the school vegetable garden.
- All staff continue to share and promote the school successes via the school newsletter, website and Enews App, including detailed information about classroom learning, individual student successes and school events.
- Plans to introduce Facebook to promote the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2622.00	<ul style="list-style-type: none"> • Individualised Learning Pathways developed • Students supported by Learning Support Teacher and Officer. • Plan data used to track progress along the Learning Continuums.
English language proficiency	Funds not available through RAM	
Low level adjustment for disability	SLST – \$5451.00 SLSO – \$9598.00	<ul style="list-style-type: none"> • RAM Allocation used to employ a Learning Support Teacher and Learning Support Officer to target and support identified students.
Quality Teaching, Successful Students (QTSS)	0.026 Teacher release	<ul style="list-style-type: none"> • Funds used to pay for casual teachers to release classroom teachers to support collaborative planning and classroom observations. • All teachers supported through the Performance and Development Framework.
Socio-economic background	GRC music program – \$2580.00 Bus costs – \$2000.00	<ul style="list-style-type: none"> • Allocation of RAM funds used for music program. • Funds used to subsidise bus costs to sporting events and excursions.
Support for beginning teachers	\$1345	<ul style="list-style-type: none"> • Funds rolled over from 2016 and used for the teacher to access professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	18	14	13
Girls	18	21	17	20

Student attendance profile

School				
Year	2014	2015	2016	2017
K	99.6	95.1	94.8	96.6
1	93.3	95.3	89.6	96.4
2	94.8	90.6	97	96.2
3	93.9	94.6	91.1	98.2
4	100	96.5	88.2	91.6
5	95.3	88.3	94.4	90
6	92.9	94.4	49.5	94.6
All Years	95.1	93.8	91.3	94.6
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

Parents are regularly reminded of the correct procedures that have been put in place to monitor absences and the reasons which are considered unjustified. Parents must present at the office to sign the Partial Attendance book for late arrivals and early departures. Unexplained absences are followed up and the Home School Liaison Officer (HSLO) audits the rolls each semester.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

There was no indigenous staff member employed at Wingello School in 2016

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The Professional Learning program at Wingello Public School is informed by the School Plan 2015–2017. A total of \$5,097 was spent from Professional Learning funds.

Professional Learning funds used to pay for Visible Learning professional Learning in Feedback.

One part time beginning teacher was working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

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 (\$)
Opening Balance	21,970
Revenue	472,634
Appropriation	457,914
Sale of Goods and Services	0
Grants and Contributions	14,472
Gain and Loss	0
Other Revenue	0
Investment Income	249
Expenses	-472,607
Recurrent Expenses	-472,599
Employee Related	-434,255
Operating Expenses	-38,344
Capital Expenses	-8
Employee Related	0
Operating Expenses	-8
SURPLUS / DEFICIT FOR THE YEAR	27
Balance Carried Forward	21,997

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.

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	421,562
Base Per Capita	4,738
Base Location	4,218
Other Base	412,606
Equity Total	31,014
Equity Aboriginal	2,777
Equity Socio economic	13,189
Equity Language	0
Equity Disability	15,049
Targeted Total	0
Other Total	2,648
Grand Total	455,223

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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.

Due to the small cohort of students at Wingello public School, privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

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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.

In 2017, there were 2 Aboriginal students enrolled at Wingello Public School. Each student had their own

individualised personalised Learning Pathways developed in consultation with their teacher and family. In accordance with the school plan both students have been supported in all aspects of their education using RAM funding to support the delivery of targeted programs. As only one Aboriginal child sat NAPLAN privacy doesn't allow the posting of results.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents using a school developed survey that was aligned with the schools Strategic Directions.

Survey results indicated a high level of satisfaction.

Policy requirements

Aboriginal education

School processes were aligned to ensure the focus was to improve learning outcomes for Aboriginal students, by developing staff to deliver quality teaching practices, that engage, motivate and inspire all students and ensuring that Aboriginal students meet stage level targets and expectations. To achieve this Personal Learning Pathways (PLPs) were developed for all Aboriginal students and regularly reviewed in collaboration with parents and carers, who are invited to meet regularly to discuss in person school directions and focus areas. Their opinions are sought and plans implemented to include meaningful experiences for all students from an Aboriginal perspective. These plans included literacy and numeracy goals based on PLAN data and matched to the Literacy and Numeracy Continuums. At Wingello Public School Aboriginal RAM allocation is used to employ a School Learning Support Officer (SLSO) to provide additional academic support in literacy.

Initiatives to promote cultural pride and understanding include Aboriginal art lessons and attendance at an Aboriginal Cultural Day for all students. *'Acknowledgement of Country'* is used at the start of all assemblies presented by Aboriginal students.

Multicultural and anti-racism education

Living in a culturally diverse society, multicultural education is incorporated into the school's educational programs across the curriculum focusing on developing knowledge, skills, attitudes and values for our students. Our students gain an appreciation and respect for other cultures through events such as Harmony Day.