

# Wongarbon Public School

## Annual Report



2017



3487

## Introduction

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

Peter George

Principal

### School contact details

Wongarbron Public School

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Wongarbron, 2831

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6887 8242

### Message from the Principal

Wongarbron Public School is an inclusive, welcoming, village, community school. We provide a nurturing and caring environment where our students learn in vibrant, air conditioned, well-resourced classrooms in a picturesque, semi-rural setting. They feel happy, safe and acknowledge their individuality is valued. We deliver engaging quality educational programs, ensuring that the individual needs of our students are a priority. Our school continues to offer a differentiated curriculum and a diverse range of extra-curricular activities.

Wongarbron Public School's highly dedicated teaching staff ensure students consistently achieve strong all-round academic results and growth in national testing in literacy and numeracy. The past year, 2017, proved to be another extremely successful year at Wongarbron Public School. It was a year filled with many great achievements by our students in academia, performing arts and sport. Our students continued to enhance their academic progress, as well as ensuring high levels of participation and performance in many extra-curricular domains, such as sporting events, choral performances, dance, assembly productions and many broadening incursions and excursions.

Teachers continue to focus on teaching and learning strategies to improve outcomes for all students. Staff were engaged in a number of professional learning activities in 2017, which targeted areas for development, whilst continuing to build their capacity to facilitate student learning. During the year, Wongarbron Public School continued to implement the Targeting Early Number (TEN) program, L-3 program and student placement on the literacy and numeracy continuum. All students have access to Reading Eggs and Mathletics to individually further their literacy and numeracy skills. An Instructional Leader for two days a week through the Early Action for Success Program has greatly enhanced student learning, student monitoring and differentiation in teaching programs. These programs significantly enhanced the teaching of literacy and numeracy in all classrooms.

In 2017 there were considerable investments in updating classroom and school resources with \$8 000 gained by winning a local shopping competition. The Wongarbron Public School community continues to demonstrate its welcoming spirit and ongoing support, with many parents assisting in transport and school activities. The P&C continue to be a wonderful support to the school. This was particularly evident with the P&C contributing, significantly to excursions, swimming schemes and student transport. The Wongarbron Public School Council have also played a significant role in introducing or updating policy and monitoring school budgets, expenditure and finance.

The staff, students and parents of Wongarbron Public School look forward to another extremely successful year in 2018, full of many great achievements, expanding experiences, fun and learning.

Peter George

Principal

## School background

### School vision statement

Wongarbron Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

### School context

Wongarbron Public School with an enrolment of 60 students, 20% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of iPads and connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbron Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

## 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 staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our continued efforts align with these high-level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, literacy, numeracy and learning with the introduction of an Instructional Leader as part of the Early Action for Success initiative. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The management of individual wellbeing has provided a significant way to build a culture of trust, respect and valuing of each other. The results have been evident in student relationships, consistent attendance rates and in the increased engagement in learning.

Attention to individual learning needs has been another important component of our progress throughout the year as student progress is mapped on the Literacy and Numeracy Continuum. Students with high learning needs are being identified early and supported with parents increasingly involved in supporting their learning directions, with outside inter agencies offering assistance as required. Our major focus for the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a whole school. Changes in teacher practice, including the use of technology, data analysis, training, feedback and best practice, has resulted in increased levels of student learning and engagement. Importantly, staff members continue to develop strong educational practices based on evidence gained from their reflections on student achievement.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong collegial approach, building the capabilities and capacity of all staff in our small school. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages. 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

### Student Learning and Engagement

#### 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

- Refinement and improvement of student need referral and feedback process.
- K–6 student learning supported by the executive and Early Action for Success program.
- K–6 student assessment tracking system completed and ready for full implementation during 2018.
- Extensive teacher professional learning in the integration of technology into classroom lessons.
- Purchase and acquisition of additional mobile devices, including iPads, surface tablets and laptops.
- 2017 improvement measures achieved through analysing internal and external NAPLAN student assessment data.
- Data demonstrates significant student improvement in the development of number skills and literacy skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of student growth in NAPLAN by >20% between Years 3 and 5 as measured by three year Trend Data average.	\$3 800	All Year 5 students showed NAPLAN growth significantly above the state average in Spelling, Punctuation and Grammar, Reading and Numeracy.
Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.	\$6 500	The majority of students are meeting continuum expectations and benchmarks, indicating a 7% improvement.
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%.	\$35 000	85% of Kindergarten, Year 1 and Year 2 students have successfully achieved Reading Benchmark targets.
Maintain 90% student participation in extra curricula activities.	\$4 200	All students attended extra-curricula activities, incursions and excursions with absences only due to illness.

#### Next Steps

- Staff training will continue to focus on best practice, with staff Professional Development Plans aligned with school targets.
- Explicit teaching and differentiation to continue in student centred learning.
- Further implementation of technology in student and staff learning.

## Strategic Direction 2

### Professional Practice

#### Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

#### Overall summary of progress

- Full teacher mandatory training completed, as well as training relating to staff Professional Development Plans, incorporating L–3.
- Consolidation of Tageting Early Numeracy (TEN), K–3.
- Teaching practices evident in all classrooms K–6, ensuring explicit, consistent teaching strategies and differentiation of curriculum.
- Teacher Performance and Development Plans implemented, incorporating school targets and strategic directions.
- 2017 improvement measures achieved through analysing internal, external NAPLAN student assessment data and UNSW assessment data.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.	N/A	Professional Development Plans (PDPs) were developed and enacted throughout the year providing professional development which met both individual staff and school needs.  This resulted in improved explicit teaching, more student engagement and improved student performance.
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	\$10 300	Growth in teacher capacity against the Professional Standards for Teachers.  All staff completed mandatory requirement training and school based training in welfare, curriculum, planning and the School Excellence Framework.  Staff became more proficient in aligning their personal goals in their PDPs to further develop their skills in relevant areas for improved personal, school and student performance.

#### Next Steps

- Continue use of current Professional Development Plan process as an important professional learning tool to improve teacher performance.
- Further increase student performance through a more consistent K–6 approach to student driven learning, including but not limited to the inclusion of visible learning strategies.
- Refine summative and formative assessment processes, incorporating moderated assessment tasks leading to increased consistent teacher judgement.
- Develop updated scope and sequences to cater for all aspects of the Australian curriculum.

### Strategic Direction 3

Inclusive, respectful, partnerships

#### Purpose

To build inclusive collaborative teams and school networks, through quality community partnerships which contribute to making learning core school and community business; which has students' engagement, learning and wellbeing as a central focus; and builds relevant knowledge and skills which are contextual and reflective of local priorities.

#### Overall summary of progress

The school was highly successful in providing a number of events and activities which enabled parents to attend and support their children at school. Special events which included assemblies and special days were well received by parents with an average of 60% + of families attending all events. All families attend Presentation Night.

Weekly assemblies continue to have excellent community participation with an average of 30 people attending. School Council contributes to policy development, community expectations and finance overseeing. Welfare Policy and Procedures reflect a positive school culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in the P&C and school-home partnerships.	\$2 540	Increased school-home partnerships.  Offering some staff training to the broader community, particularly around health and welfare areas.  The P&C has continually promoted the P&C through the school newsletter and creating their own email to attract new members. The P&C continues to do major fundraising to support all students through many innovative programs.
Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	\$3 850	The school community is well informed and provides feedback on student activities and learning. Student attendance at extra-curricular activities was 95% with only ill students not attending.  The P&C has financially supported many extra-curricular activities and provided assistance in catering, transport and shared ideas for school betterment at meetings.
Welfare Policy and Procedures reflect a positive school culture.	\$1 370	There is a close and open opportunity for dialogue between staff and parents.  Student welfare policy updated with a parent component.

#### Next Steps

There is a desire to have more parents attend P&C meetings and bodily assist in P&C activities and fundraising.

In 2018, organise information nights relating to student development, wellbeing, health, technology and parenting.

Examine other opportunities for parent and community engagement in the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5 350	<p>Aboriginal students performing in the top 20% of the student population.</p> <p>Extended cultural teaching and interactive experiences with local Wiradjuri cultural team. Several sessions were conducted each term culminating in an overwhelming, community supported, NAIDOC Corroboree.</p> <p>Aboriginal student attendance rates are attuned to whole school rates.</p>
<b>Low level adjustment for disability</b>	\$4 200	<p>SLSO impact was profound in assisting special need students who, with devised Individual Learning Plans, demonstrated continuum gains through explicit and individualised assistance.</p>
<b>Socio-economic background</b>	\$8 400	<p>Employment of an Student Learning Support Officer has greatly enhanced the learning and performance of targeted students.</p> <p>Student experiences, engagement and attendance were significantly improved by funding supporting physical development, science, technology and creative arts.</p>
<b>Short Filmmaking</b>	\$6 000	<p>Additional ipads were purchased with basic trailers developed and experimental filming. Sourcing comprehensive staff training has been difficult and will again be attempted in 2018.</p>
<b>Environmental sustainability</b>	\$3 200	<p>Students continue to maintain vegetable growing and chicken egg production.</p> <p>A new chook house constructed by students and staff.</p> <p>Several fruit trees planted.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	43	37	37	37
Girls	28	33	27	23

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.7	92.8	93.9	94
1	98.7	93.2	90.8	93.9
2	96	97.5	94.6	94.9
3	94.2	92.7	97.4	94.9
4	98.6	92.8	94.4	97.7
5	97.5	95.9	96.1	97.4
6	98.6	92.1	94.4	93.8
All Years	97.3	94	94.7	95.4
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

Students not providing a parent/caregiver note explaining their absence or contact not made with the school by the parent/caregiver explaining a student absence will be sent home a reminder note. If the unexplained absence remains, contact by the principal will be made to the parents/caregivers. If the issue is not resolved the the Home School Liaison Officers will be contacted.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.43
Other Positions	0

\*Full Time Equivalent

During 2017, 15% of the school's workforce was Aboriginal.

### 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	0

### Professional learning and teacher accreditation

- Recognition and Management of Anaphylaxis
- Cardio Pulmonary Resuscitation training
- Child Protection update
- LMBR
- School Communities Working Together
- L-3
- TEN Mathematics
- Trauma
- Work, Health and Safety
- Boys Strategies
- School Management
- First Aid
- Drumming workshop
- Domestic Violence



- Creative Performance
- Early Action for Success
- SALM
- Oliver

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

### Financial information

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

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

Receipts	\$
<b>Balance brought forward</b>	<b>107,940</b>
Global funds	112,249
Tied funds	73,611
School & community sources	14,182
Interest	1,321
Trust receipts	3,727
Canteen	0
<b>Total Receipts</b>	<b>205,090</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	15,742
Excursions	10,782
Extracurricular dissections	8,454
Library	315
Training & Development	2,416
Tied Funds Payments	34,903
Short Term Relief	7,133
Administration & Office	24,775
Canteen Payments	0
Utilities	15,718
Maintenance	3,023
Trust Payments	5,261
Capital Programs	0
<b>Total Payments</b>	<b>128,521</b>
<b>Balance carried forward</b>	<b>184,509</b>

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>195,612</b>
Appropriation	184,509
Sale of Goods and Services	-150
Grants and Contributions	11,173
Gain and Loss	0
Other Revenue	0
Investment Income	80
<b>Expenses</b>	<b>-70,920</b>
Recurrent Expenses	-70,920
Employee Related	-32,170
Operating Expenses	-38,750
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>124,692</b>
<b>Balance Carried Forward</b>	<b>124,692</b>

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.

Figures presented in this report may be subject to

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	600,236
Base Per Capita	9,781
Base Location	14,178
Other Base	576,277
<b>Equity Total</b>	95,588
Equity Aboriginal	16,344
Equity Socio economic	54,238
Equity Language	0
Equity Disability	25,006
<b>Targeted Total</b>	0
<b>Other Total</b>	89,357
<b>Grand Total</b>	785,181

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

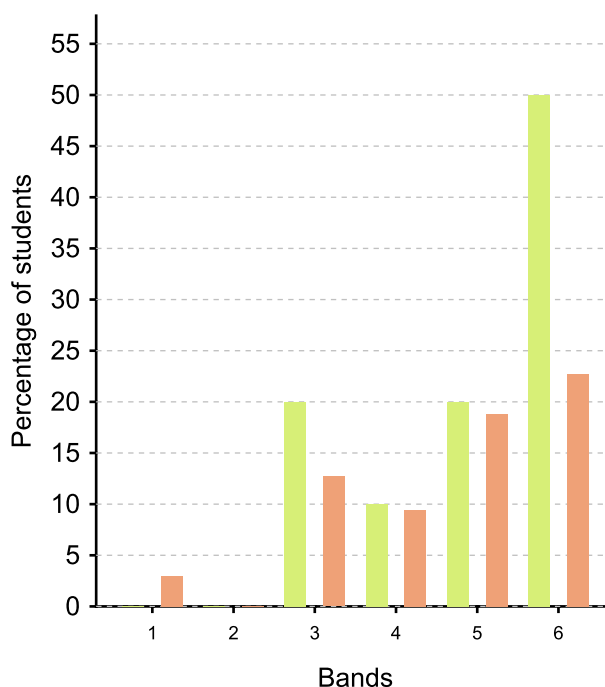
## School performance

### NAPLAN

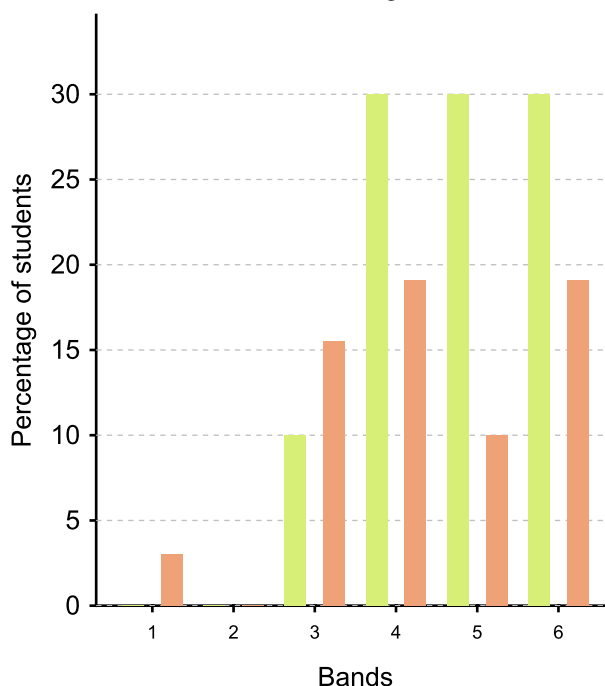
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in both Years 3 and Year 5 achieved very pleasing NAPLAN results as is evidenced in the following representative graphs and tables.

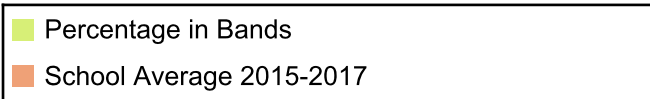
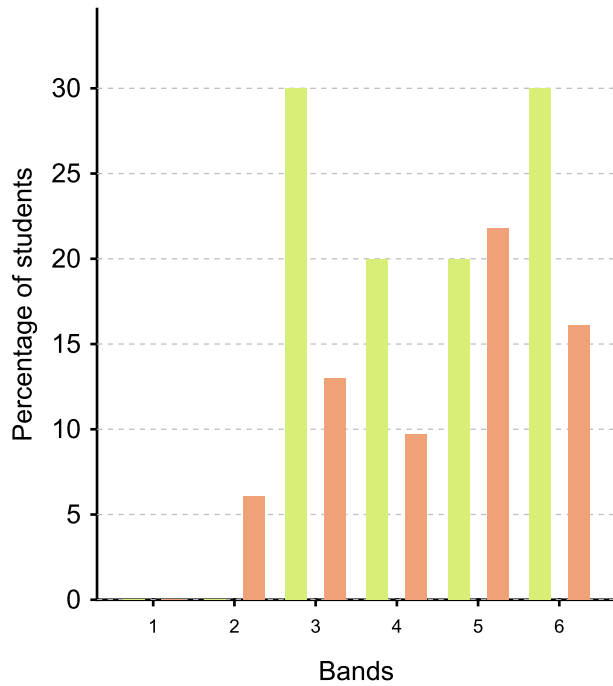
**Percentage in bands:**  
Year 3 Grammar & Punctuation



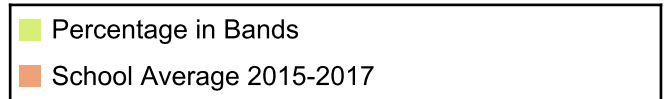
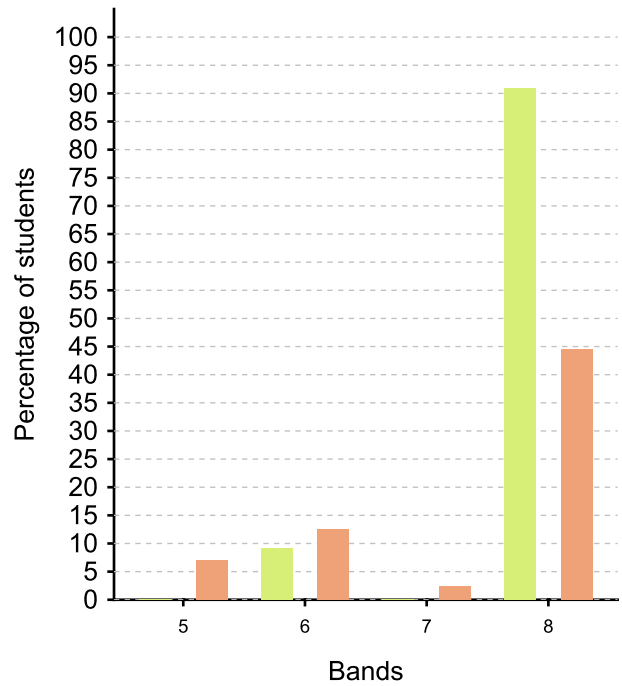
**Percentage in bands:**  
Year 3 Reading



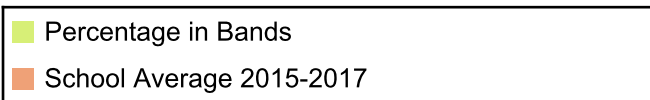
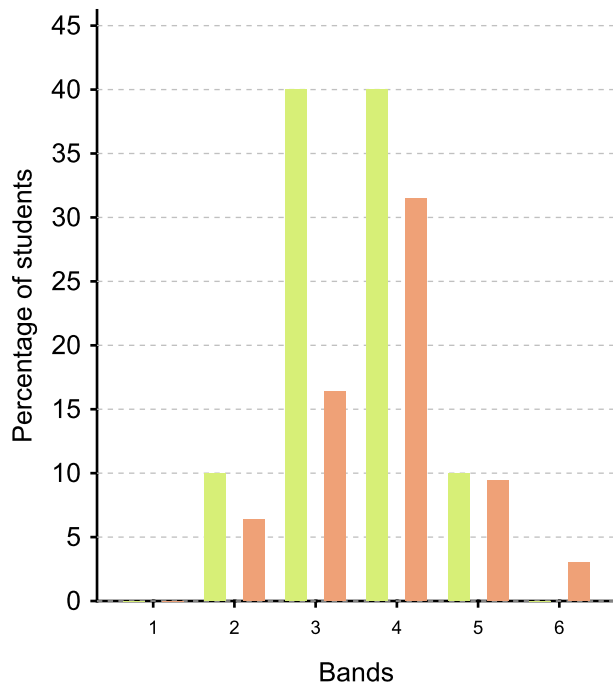
**Percentage in bands:**  
Year 3 Spelling



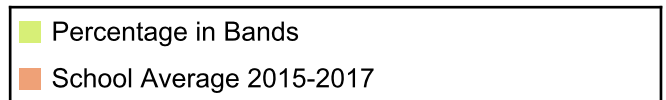
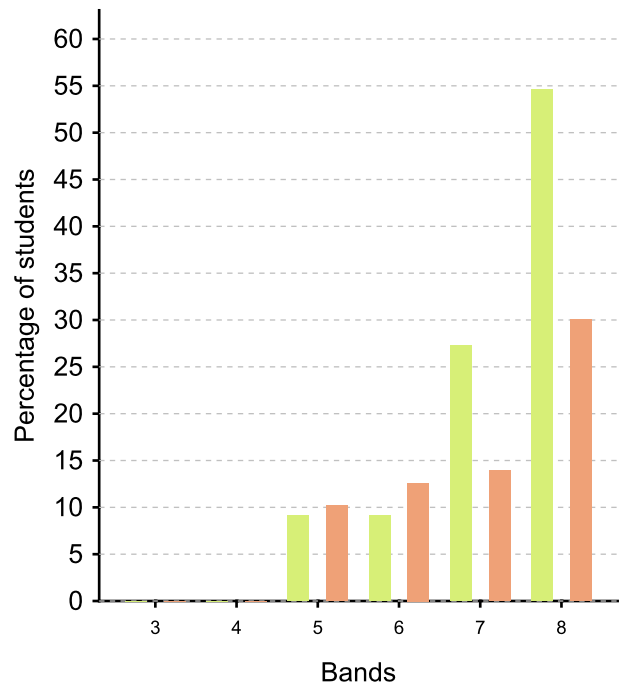
**Percentage in bands:**  
Year 5 Grammar & Punctuation



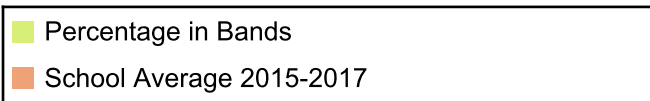
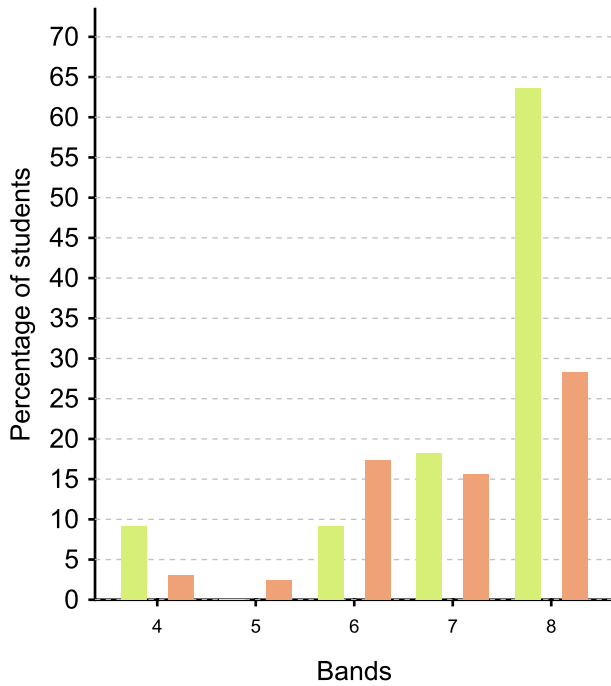
**Percentage in bands:**  
Year 3 Writing



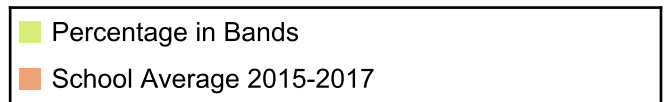
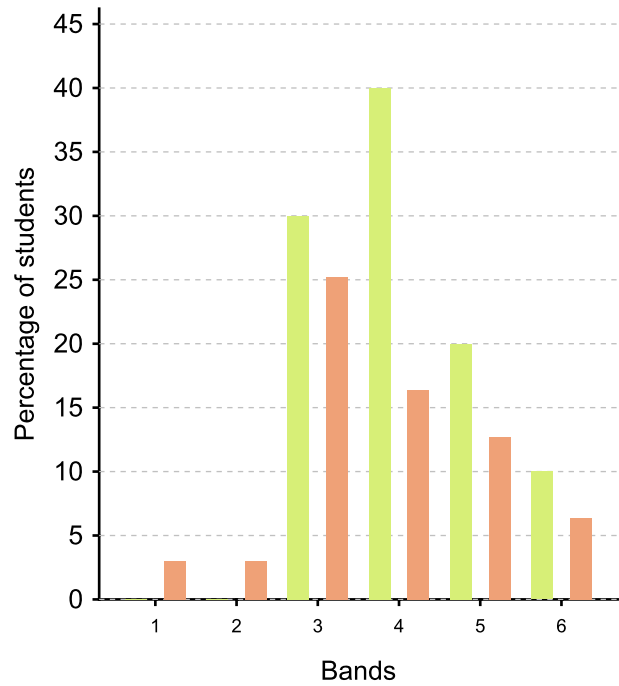
**Percentage in bands:**  
Year 5 Reading



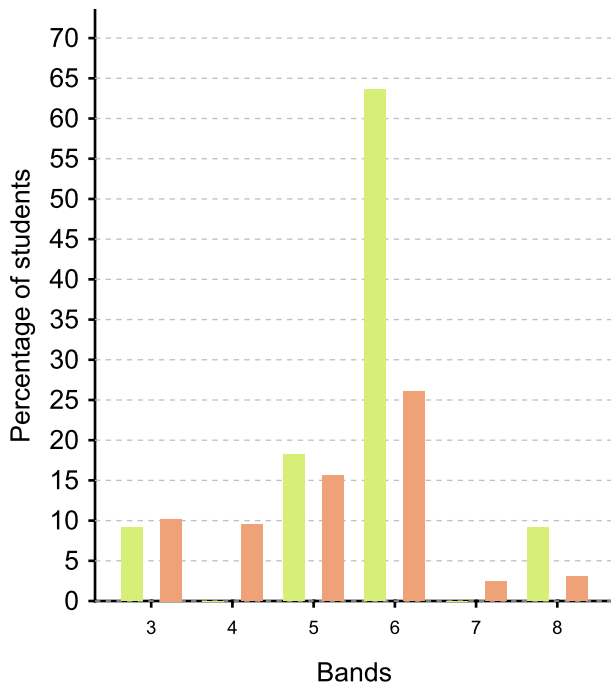
**Percentage in bands:**  
Year 5 Spelling



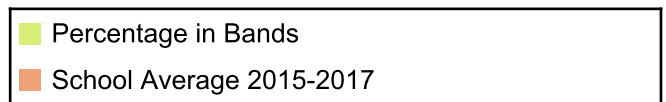
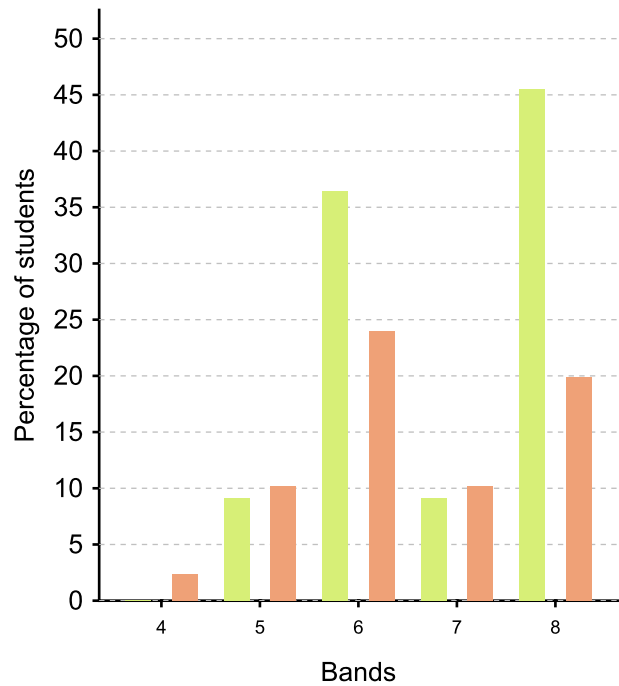
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



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.

100% of Year 3 and Year 5 Aboriginal students were in the top two bands for Reading and Grammar and Punctuation and 66% in the top two bands for Spelling.

100% Of Year 5 Aboriginal students were in the top three bands for Writing and Numeracy.

100% of Year3 Aboriginal students were in the top three bands in Spelling and Numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- The parent bodies, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a positive welcoming atmosphere;
- Parents support the positive acknowledgement of students through assembly, reading, sporting and Presentation Night awards.
- 92% of students believe that teachers are fair and consistent;
- The community believes that the school has a happy, caring environment;
- Access to quality training and development is valued by the staff although more training opportunities need to be sourced to support Professional Development Plans and the school plan;
- Wongarbon Public School is highly regarded and has a very good reputation in the local and wider community;
- Parents and staff support and work together to ensure a strong ethical and consistent student welfare policy;
- 84% of students feel personally valued by their teachers as individuals and 90% feel happy and safe within the school;
- That the extracurricular activities, incursions and excursions provided by the school are valued by 90% of parents and 100% of students;
- The whole school community believes that the school sets high standards in regard to manners and respect; and
- Parents value the extra time staff give to extra-curricula activities and excursions;
- 90% of the community believe they are well informed of all activities and processes within the school.

# Policy requirements

## Aboriginal education

### Aboriginal education

Wongarbon Public School had a 20% enrolment of Aboriginal students in 2017 and maintained close partnerships with parents and the indigenous community.

An extensive Indigenous Cultural program was introduced in 2017, utilising the skills of a specialist team of local indigenous members, with students engaged in several learning experiences throughout the first three terms. These highly motivating sessions included story-telling, art, dance, language, practices, history, respect and culture. All students were actively involved and motivated and participated in a Corroboree as part of our NAIDOC celebrations. Indigenous culture was celebrated in special days and craft activities.

Senior students explored and utilised the interactive Indigenous display at Australian Museum during their Canberra excursion.

Teaching staff created and implemented Learning Support Plans for students with an Aboriginal or Torres Strait Island background. These were developed in consultation with other staff and parents/caregivers to establish goals and strategies.

Acknowledgement of country and the traditional custodians of the land was introduced to assemblies and school gatherings in 2017 and a new flag pole was erected to accommodate the Aboriginal Flag which was raised after the National Flag each morning assembly.

## Multicultural and anti-racism education

### Multicultural and anti-racism education

During 2017, all students undertook a major study of Nepal.

The senior students produced high quality slideshow projects using the internet and other reference materials, whilst Years 2/3 produced posters and K/1 prepared flags of Nepal. The students enjoyed two separate presentations by guest speakers, the first a parent who has spent significant time in Nepal and a Nepalese friend who has moved to Australia and the second a guest speaker from the Country Women's Association.

All our students K-6 attended an information session on Nepal where they listened to an invited guest speaker and afterwards enjoyed a Nepalese themed lunch beautifully prepared by our local Wongarbon Country Women's Association. Many students had the opportunity to dress in traditional Nepalese costumes, which blended well with all the CWA ladies in traditional Nepalese dress.

Two students' work was selected to be sent on to the Group level for further judging.

Teachers have been perceptive in choosing class books which are strongly focused on racism issues. 'Behind the News' also provides a stimulus for profound discussion on racism and other cultures. Student activities incorporating these themes include acceptance and inclusiveness which was evident in their writing, artwork and research.

All classrooms have Anti-racism posters and information displayed for students.