

Wiripaang Public School

Annual Report



2017



3762

Introduction

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

Emma Stothard

Principal

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School background

School vision statement

To engage the whole community in developing literate and numerate socially just 21st Century citizens who are lifelong learners with real options for the future.

School context

Wiripaang Public School is a P4 K–6, newly amalgamated school, situated in the suburb of Gateshead in the city of Lake Macquarie. It has a FOEI index of 177, with the state average being 100. The school serves a complex community with high needs. The student representation is inclusive of 28% Aboriginal enrolment and a smaller representation of Islander heritage. Enrolment is trending upwards as the new school becomes known in the community. NAPLAN data over the past three years reflects complexity with school performance under that of state expectation but recently there has been growth in individual performance in terms of meeting expected growth. The school is an Early Action for Success school which provides extra resources for targeted programs and focusing explicitly on improving student outcomes in Literacy and Numeracy K – 2. Consistent collection and analysis of data, early transition programs, Speech Therapy, intervention programs and Teacher Mentorship are enhancing the opportunity for students to be taught explicitly at the point of need. The role of Instructional Leader and strong executive leadership has enhanced the development of a strong culture of collaboration and professional growth. Teachers are highly engaged professionally and 21st Century learning technology has been widely embraced across the school. Positive Behaviour for Learning (PBL) and Every Student Every School (ESES) are features of the emphasis placed on welfare and wellbeing with 86% of students requiring a learning adjustment. Wiripaang Public School has 11 classes inclusive of a Support Unit with an IO, IM and MC class. Community Engagement is a focus within the school and future plans involve shared approaches to improving attendance, participation and genuine collaboration around building aspiration and improving student outcomes.

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.

Within the Learning domain Wiripaang Public School reflected and evaluated at Sustaining and Growing. There is a demonstrated commitment within the school community to strengthen and deliver on student outcomes. Positive, respectful relationships are evident among students and staff, promoting student wellbeing, success and a developing understanding of a growth mindset. Teachers actively seek support from students and parents in planning goals through our learning celebration afternoons and students self reflect and report on their own learning.

Within the Teaching domain Wiripaang Public School reflected and evaluated at Excelling. Teachers work beyond their classrooms to contribute to broader school programs, driving community involvement and connection. Teachers actively share and learn from each other with targeted professional learning with a particular focus on building teacher's understandings of effective teaching strategies and pedagogy in delivering literacy and maths. Collection of student data occurs on a five weekly cycle with intervention timetabling adjusted in response to personalised student need.

Within the Leading domain Wiripaang Public School reflected and evaluated at Sustaining and Growing. Ongoing feedback on school performance is continuously sought and addressed. Staff have purposeful leadership roles based on professional experience, succession planning and leadership development is a strong priority during a time of leadership change. Physical learning spaces are used flexibly and the latest technological resources are accessible to students and staff to drive whole school improvement.

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

'21st Century Learning'... preparing critical and creative life – long learners.

Purpose

Develop whole school processes that include skills for 21st Century learners where students are literate and numerate, creative and productive users of technology. Students will independently think, work collaboratively and communicate creatively becoming responsible citizens that make informed decisions about their own wellbeing and learning. Data driven processes ensure explicit teaching and individualised learning is achieved through pedagogical practices.

Overall summary of progress

As we end the three year school planning cycle a variety of professional learning has collectively been provided across the Waiyarang Community of Schools developing a deep understanding of utilising Critical and Creative Thinking tools, Project Based Learning and future student dispositions. These elements are embedded within teaching and learning programs across an array of Key Learning Areas. The Wiripaang Public Programming Handbook has been finalised and documents information on our agreed practice and non-negotiables that are expected to be evident in classroom programs, day books and plans. The Handbook also includes information on our implementation of PLAT and EAfS expectations and outlines Intervention practices across the school. Students have engaged with goal setting procedures throughout the school, setting their own goals for English and Mathematics and personal areas each term, students have also been reflecting on their goals by completing their own learning report to go home with Semester reports. Students reflect on themselves using the Personal and Social Capabilities, considering their social, personal, and learning achievements for the semester. A highly successful Celebration of Learning was held in 2017 where parents and carers engaged in their child's learning and reflected with them on being a learner.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increased engagement of students during key learning time as demonstrated by the reduction of classroom incidents by 20%. 	Instructional Leaders, PLAT Handbook, Quality Teaching, Successful Student \$1000.00, TEN trainers, L3 and L3 Stage 1 Trainers, EAfS Innovation Grant \$16702.00, SLSOs \$85000.00, Exec release \$20000.00, LAST \$50050.00.	Completion of programming handbook that guides teachers towards consistent and collegial approach to programming, assessment and reporting. The Wiripaang Public Programming Handbook has been a work in progress over the last two years. The document now included information on our agreed practice and non-negotiable that are expected to be evident in classroom programs, day books and plans. The Handbook also includes information on our implementation of PLAT and EAfS expectations and outlines Intervention practices across the school. Resources developed recently include a Mathematics language scope and sequence, whole school KLA scope and sequence, learning intentions, COS thinking skills Scope and Sequence sample timetables as well as a whole school assessment strategy.
<ul style="list-style-type: none"> Monitoring of student progress every five weeks, increasing students achieving at expected levels 20% in Writing. 	TEN Trainers, L3 and L3 Stage 1 Trainers, EAfS Innovation Grant \$16702.00, LAST \$50050, AEO, SLSOs \$85000.00, ESES release \$20000.00, PLASST Data.	Five weekly data entry, collection and analysis that supports the allocation of interventions for Literacy and Numeracy K–6. As well as ensuring that all staff K–2 are L3 trained and all staff K–6 are TEN trained to support the implementation of quality Literacy and Numeracy practices. Systems are in place to support the collection of five weekly data for students in the areas of Literacy and Numeracy. This data is then analysed to ensure that all students are making progress. Students are identified as requiring more support to achieve grade targets and are allocated intervention from SLSOs as well as specialist intervention teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Monitoring of student progress every five weeks, increasing students achieving at expected levels 20% in Writing. 		<p>Targeted Numeracy Teaching has been used as an intervention for all Tier 2 and Tier 3 students across K–6 classes with all teachers now trained in utilising TEN as a framework for intervention to develop number sense. This year we have engaged with some Bump It Up strategies to lift student performance and add to the visible learning occurring in classrooms.</p> <p>Evidence of adjustments for all students requiring extra support with students showing evidence of growth against their personal goals set. Sentral data shows that all Support Unit students as well as Tier 2 and Tier 3 mainstream have Personalised Learning and Support Plans. Teachers were provided training on the use of the PLASST document to support the development of programs with adjustments. Adjustments are recorded in teachers programs to indicate how they are differentiating for the diverse range of students in their class. This year we reviewed our plans for students requiring behaviour support and utilised the skills of the AP LAS to develop teachers capacity to write de-escalation scripts to support teachers in managing challenging behaviours. All students in the Support Unit have Personalised Learning and Support Plans that are reviewed and discussed with parents. Goals are updated regularly as students achieve their individual goals. Tier 2 and Tier 3 students across K–6 classes have had Personalised Learning and Support Plans created to support them in accessing the curriculum. These plans have been uploaded to the cloud for sharing among staff. Health Care Plans and other documents required by students have been uploaded to Synergy. EAfS and PLAT data shows that students are showing growth against their personal learning goals.</p>

Next Steps

Wiripaang Public School will:

- Develop exemplary evidence-based practices that drive literacy and numeracy acquisition across all subject areas.
- Define and reflect on agreed practices for quality learning environments.
- Engage with quality wellbeing programs and practices.
- Quality targeted professional learning across the Waiyarang Community of Schools delivering needs based professional learning K–12 responsive to identified trends.

Strategic Direction 2

'Quality Learning Environment'... safe, positive learning spaces with cutting edge pedagogy.

Purpose

To create a safe and positive learning environment with systems that support wellbeing for all. Well organised, efficient and connected learning spaces host early transition, Early Action for Success and Powerful Learning Accountable Teaching building explicit instruction, intervention and project based learning. Student engagement is enhanced by improved teacher capacity through targeted professional learning. Student voice and self-direction are evident in learning processes.

Overall summary of progress

All teachers K–6 were successfully trained in Targeting Early Numeracy (TEN). Wiripaang committed to continuing with Ongoing Professional Learning for any Language, Learning and Literacy (L3) and L3 Stage 1 trained teachers and new staff that commenced in K–2 undertook the necessary L3 training level ensuring consistent delivery of practice across the school. Our Instructional Leader supported the implementation of the above programs in K–3 classrooms. A review commenced this year in response to solicited feedback from students, staff and community around our PBL processes. Morning assembly 'WiriFit' incorporates whole school mindfulness strategies and indigenous values delivered through Dreaming stories read by community members. Lesson study and lesson rounds continued as evaluative practice in addition to K–2 and 3–6 Waiyarang Community of Schools Network days once a term. Non teaching staff continued to be part of a collective community of school focus on professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An increase of 50% of school based TPL to be aligned with the Australian Teaching Standards and linked as non-registered accredited hours on MyPL.	Collaborative work spaces, Technology and high quality Professional Learning.\$30000.00	Collaborative work space design and professional learning to support project based learning. Research was undertaken to develop our collaborative workspaces in our stage three classrooms to support the transition of our students into the newly developed Hunter Sports High collaborative work spaces. Our classrooms were redesigned and ICT upgraded to support these work spaces for our students. Explicit teaching on the use of these spaces was implemented to ensure a smooth transition to this new style of learning. Our teachers participated in the Community of Schools planning for students of today professional learning as well as sending a delegate of staff to the Project Based Learning PL event provided by ESOS and the Cessnock Greater Community of Schools. Teachers then began planning for project based tasks to support real world learning for our students, integrating a cross KLA unit to engage students and develop the dispositions required to be independent and successful learners.
<ul style="list-style-type: none">Teaching Staff produce and implement a personal Performance and Development Plan each year	PDF Connect and PDP framework resources, Quality Teaching, Successful Students \$19705.00,	Professional development handbook and systems developed for the PDP processes. This year we have developed a Professional Development Handbook to outline systems and practices at Wiripaang for the Performance and Development Plans, accreditation and coaching and mentoring opportunities. The handbook contains information on lesson study and classroom observations, Performance and Development processes and timeline, teacher accreditation flow chart, PDP goal setting and providing quality evidence.

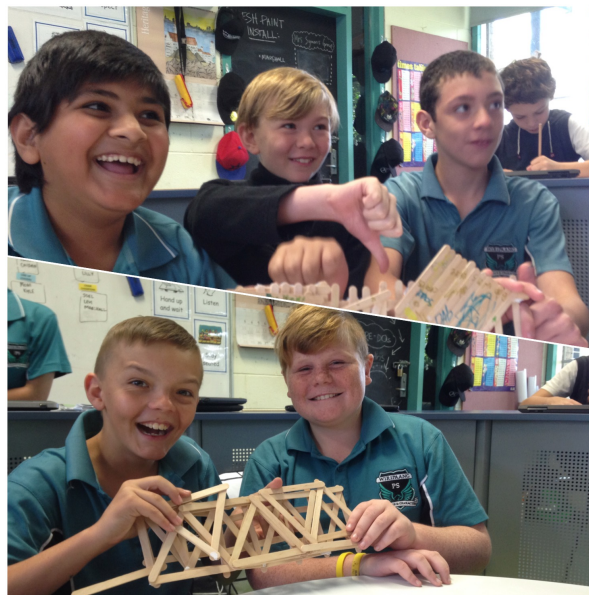
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teaching Staff produce and implement a personal Performance and Development Plan each year		
<ul style="list-style-type: none">Increase percentage of staff trained in L3, L3 Stage One and TEN by 30% each year.	Instructional Leader, EAfS Innovation grant, QTSS and Support for Beginning Teachers.	Wiripaang boasts having all K–6 teaching staff successfully TEN trained and 73% of the classroom teaching staff have completed L3 and/or L3 Stage 1 training respectively.

Next Steps

Wiripaang Public School will:

- Build school pride, connectedness and a sense of belonging through refining whole school community PBL practice.
- Integrated and consistent approach to behaviour management and wellbeing strategies that incorporate student mentors as peer mediators.
- Delivering appropriate personalised learning pathways driven by the teaching and learning needs of staff and students.



Strategic Direction 3

'Engaged Learning Communities'... collaborative approaches for student success.

Purpose

We are committed to connecting with communities and creating strong positive partnerships that bring mutual benefits to maximise student achievement. As part of the Waiyarang Community of Schools, we are committed to the sharing of expertise and resources for the benefit of all our students and stakeholders. We share community aspirations and as public schools we are focused on providing the best educational opportunities for responsible citizenship and student success.

Overall summary of progress

During 2017 our communication methods were evaluated and revised in response to ongoing feedback from our school community. The Wiripaang Whisperer newsletter was relaunched and driven by student success content with visually engaging photographs and point of ease review format. All teachers successfully transitioned to using the online interactive platform SeeSaw to share classroom and individual student success stories with community. SeeSaw was also engaged as a communication tool to assist in the ongoing connection with families around the whole child. Expectations for communication on Facebook, sharing good news stories and upcoming events was raised doubling audience reach and input. The Wiripaang Public School App was launched and positively received after feedback from community indicated the difficulty and confusion around the Waiyarang Community of Schools App.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased community communication levels by 20% utilising average weekly unique views through digital and social media.	Parent Surveys, Tell Them from Me Survey, SeeSaw, Community Liaison Officer 0.6FTE, AEO 1.0FTE.	Community consultation regarding communication methods and evaluation of various school systems. Community consultation provided information from parents regarding their preferred methods of communication. Parents indicated that they would like to see the continuation of paper newsletters as well as the notification of activities on the Skoolbag app and Facebook. The Facebook page likes have doubled over the last 12 months and are continuing to make a steady climb. Wiripaang PS app had 183 downloads since its launch at the beginning of 2017. Surveys were also completed on communication between parents and teachers indicated that 55% of parents were satisfied with current parent teacher forms of communication. Parents indicated that they were generally satisfied with current award systems and soaring high day opportunities. This year we began using SeeSaw which is an online student portfolio platform that allows teachers and students to share work samples and experiences that are provided at school. This has seen an amazing uptake by parents and a new kind of community engagement that allows parents and teachers to communicate and share student success daily.
<ul style="list-style-type: none">Tell Them from Me Survey established as baseline data in 2015 for future comparison.	Waiyarang Community of Schools Instructional Leaders and allocated funding to support teacher release and SLSO attendance at professional learning breakfasts.	Community of Schools Network Days K-6, SLSO breakfasts and Lesson Study In 2017 Network Days were held across the Community of Schools for all teachers K-6. Teachers work to develop their practice within the areas of growth mindset, working mathematically, explicit teaching of vocabulary and reading. The teachers participated in combined moderating of writing work samples to ensure consistent teacher judgement

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Tell Them from Me Survey established as baseline data in 2015 for future comparison. 		<p>across the COS. Teachers also worked to develop teaching and learning activities to support the development of the writing of their students. Our SLSO breakfasts were successful this year providing opportunities for SLSOs to develop their understanding of intervention for reading and developing phonemic awareness and sight word knowledge, we also ran sessions on PDP goal setting and opportunities for professional learning to support the meeting of these goals. We successfully for a grant to participate in Instructional rounds 3–6, this allowed for all teachers K–6 to participate in our COS Lesson Rounds/Instructional Rounds. Teachers were provided instruction on effective feedback and then proceeded to develop a lesson to be improved over time. Teachers indicated that this was a positive experience that allowed them to improve their teaching of mathematics lessons as well as gain ideas and relevant feedback from colleagues.</p> <p>Community of Schools Transition Experiences Hunter Sports High School commenced its rebuild this year making the shared transition experiences difficult however our Year 6 students still made it over for their transition to high school learning opportunities.</p>

Next Steps

Wiripaang Public School will:

- Engage student leadership and voice capabilities supporting a shared culture of high expectations based on explicit values.
- Develop peer mediation, peer support and mentoring capacities across the wider community specifically with Hunter Sports High School, local businesses and agencies.
- Create opportunities to distribute and build leadership capacity to deliver programs, assets, technology and resources that improve student outcomes and shared responsibility.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	During 2017 Wiripaang Primary School received \$90126.00 as part of the RAM Equity loading. This funding includes the staffing allocation of a full time Aboriginal Education Officer (AEO).	The strategies employed by the school have strengthened partnerships and promoted genuine collaboration between school, families and local Aboriginal community organisations. We have refined and improved positive and inclusive school culture and improved the quality of teaching and use of appropriate and culturally engaging resources across the Key Learning Areas. Attendance, engagement and participation of Aboriginal students has positively shifted, improving the learning outcomes and achievements of Aboriginal students reducing dramatically achievement disparity. We have strengthened the support for Aboriginal students at key transition points.
Low level adjustment for disability	During 2017 Wiripaang Public School received \$174714.00 as part of the RAM Equity loading. This funding includes the staffing allocation of 1.1 FTE Learning and Support Teacher (LaST). In addition to strategically employ School Learning Support Officers (SLSOs) to support student learning outcomes and wellbeing within all classrooms throughout the school.	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • Allowed the timetabling of two teachers in most classrooms at during the day to optimise individualised attention and targeted student support for learning and wellbeing. • Engaged Learning Support personnel to work closely with parent/guardian and interagency to improve the planning and development of individual education plans for students, ranging from academic, social and peer relationships to emotional and behavioural wellbeing, mobility/posture/personal care and safety.
Quality Teaching, Successful Students (QTSS)	During 2017 Wiripaang Public School received \$19705.00 as part of the base school allocation for to release teaching staff to participate in mentoring sessions with experienced executive staff members building staff capacity and leadership pathways.	Professional learning and coaching resulted in improved teacher quality and lead to increased staff capacity and the delegation of roles and responsibilities at a higher level of accountability across several key staff members.
Socio-economic background	During 2017 Wiripaang Primary School received \$491976.00 as part of the RAM Equity loading. This key initiative loading was strategically amalgamated with the other funds and used in the engagement of a Speech Pathologist, Occupational Therapist and a Community Liaison Officer. Employment of support personnel to enhance student literacy and numeracy achievements and for minor expenses associated with community planning and consultation sessions regarding school strategic directions, training and	<p>The strategies employed by the school have:</p> <ul style="list-style-type: none"> • Enhanced student's access to a wider range of curriculum learning experiences, specialist teachers and services. • Engaged students and parent/guardians in consultative and collaborative processes to personalise learning and support that is reflect of student needs. • Improved teacher capacity to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to student's additional learning needs. • Led to increased levels of individual student growth in NAPLAN between Year 3–5 in 2017.

Socio-economic background	review of school programs and processes, and wellbeing initiatives.	<ul style="list-style-type: none"> • Increased targeted support for all students for both remediation and extension across all classes K–6. • Resourced the Wonnai transition program 1 day per week for 3 terms resulting in students commencing kindergarten at expected stage of development.
Support for beginning teachers	During 2017 Wiripaang Primary School received \$17,513.00 as part of the Great Teaching, Inspired Learning reform. This key initiative supplementation was used to support beginning teachers in adjusting to their new roles and in undertaking critical professional learning.	<p>This funding was utilised specifically to:</p> <ul style="list-style-type: none"> • Facilitate additional RFF timetabled to support the beginning teachers in their daily responsibilities. • Allow the beginning teachers opportunities to attend L3 and TEN professional learning. • Undertake PBL lesson observations and PBL micro skills training. • Peer coaching/mentoring, involving the collaboration and sharing of best practices in curriculum delivery and evidence of Australian Professional Standards for Teachers.
Early Action for Success	During 2017 Wiripaang Public School received \$124310.00 as part of the Early Action for Success (EaFS) for the employment of an Instructional Leader (IL Deputy Principal) 0.8 FTE. This funding was utilised specifically to facilitate the IL to work in classrooms shoulder to shoulder with staff to support the learning of all students K–2 in literacy and numeracy	2017 saw the employment of a new Instructional Leader. Our focus continued to be on the effective data collection and analysis and use of that data to improve teaching and learning as well as providing intervention to those students requiring extra assistance at point of need. Stage meetings, Network meetings and Planning Days allowed for teams to collaborate and participate in high quality professional learning around effective English and Mathematics instruction, planning and implementation. Cultures of inquiry have been targeted towards the effective implementation of L3 practices including guided, modeled and shared reading as well as the explicit teaching of writing. The cultures of inquiry supported teachers to participate in practice analysis conversations where student data was utilised to determine areas for improvement, provide feedback to colleagues and develop new practices to support the development of improved teaching and learning for our students. In 2017 the Instructional Leaders across the Community of Schools (CoS) applied for and received a grant to support the implementation of instructional rounds for K–6 teachers. All teachers across the CoS participated in the collaborative planning of a mathematics lesson to be improved over three or four lessons within their stage teams.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	117	122	119	118
Girls	105	106	114	105

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.4	90.2	90.9	92
1	92.3	89.2	89.9	91.6
2	90.5	86	90.3	91
3	91.2	87.7	89.3	91.5
4	91.3	86.9	85.1	89.2
5	89.9	88.1	91.2	86.8
6	88.1	88.9	86.3	86.8
All Years	91	88.1	88.9	89.7
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

Student attendance data is monitored weekly at both classroom teacher and executive level. Phone calls are made by classroom teachers to follow up reasons for student absence with families, as well as letters requesting written confirmation of reasons for absences when phone contact cannot be made. Families are invited to meetings and offered support if attendance patterns do not improve. The Home School Liaison Officer (HSLO) and Aboriginal School Liaison Officer (ASLO) are utilised to provide additional support to families where attendance of students is of greatest concern.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.52
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.42
Other Positions	0

*Full Time Equivalent

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	15

Professional learning and teacher accreditation

The professional learning that teachers actively engage in at Wiripaang Public School is reflective and critical to their effectiveness on delivering quality engaged learning opportunities for all students within our school. Teachers intervene in a calculated and meaningful way to alter the direction of learning in order to attain successful outcome achievement.

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	216,868
Revenue	3,520,702
Appropriation	3,415,697
Sale of Goods and Services	1,831
Grants and Contributions	102,315
Gain and Loss	0
Other Revenue	0
Investment Income	861
Expenses	-3,592,745
Recurrent Expenses	-3,592,745
Employee Related	-3,305,666
Operating Expenses	-287,078
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-72,042
Balance Carried Forward	144,825

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,568,827
Base Per Capita	39,946
Base Location	0
Other Base	1,528,881
Equity Total	758,665
Equity Aboriginal	90,126
Equity Socio economic	491,976
Equity Language	1,849
Equity Disability	174,714
Targeted Total	583,039
Other Total	323,129
Grand Total	3,233,660

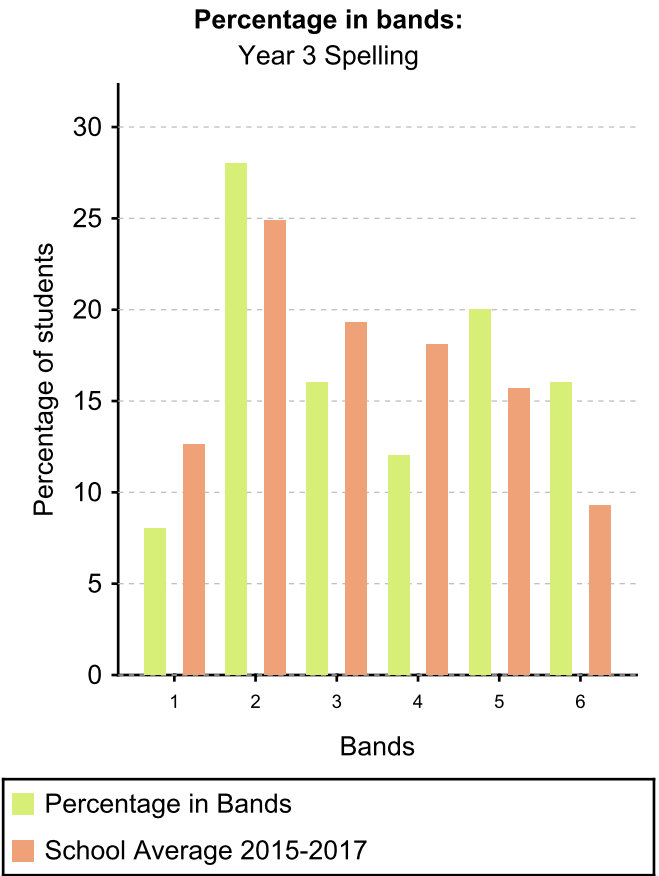
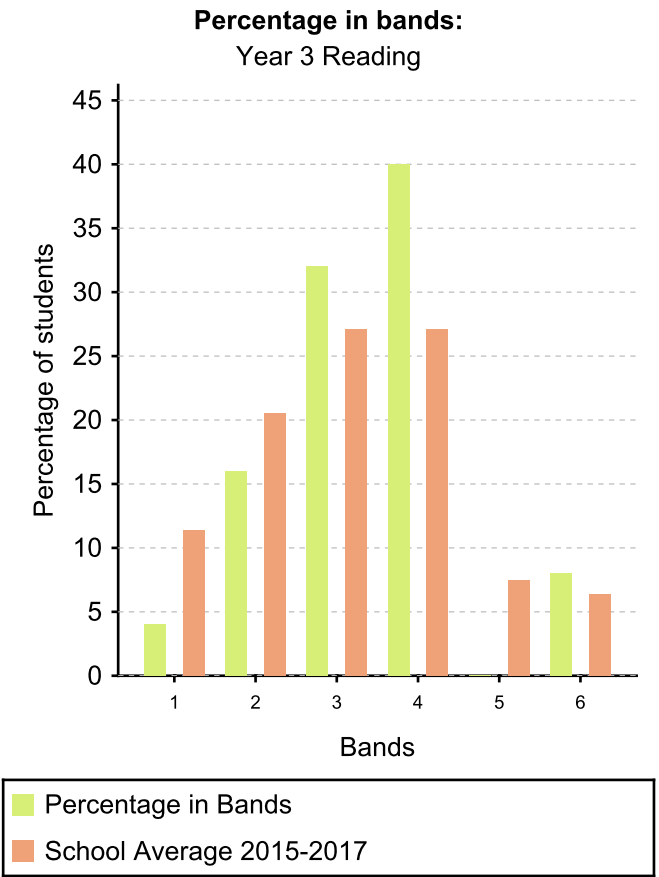
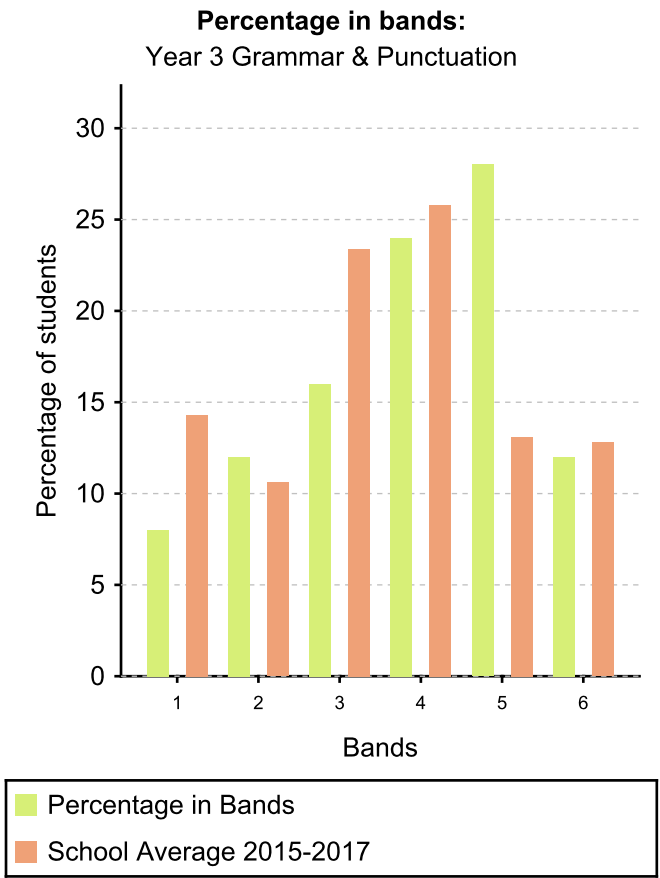
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

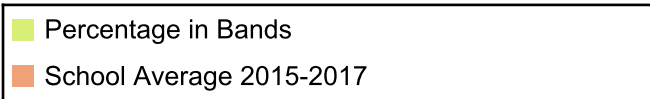
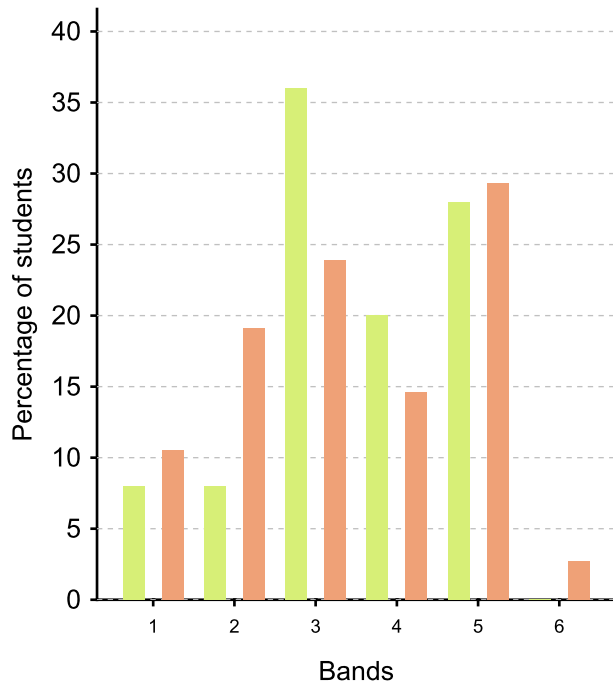
School performance

NAPLAN

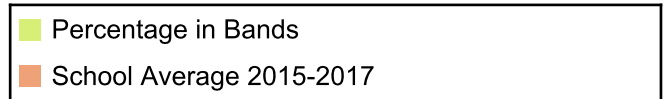
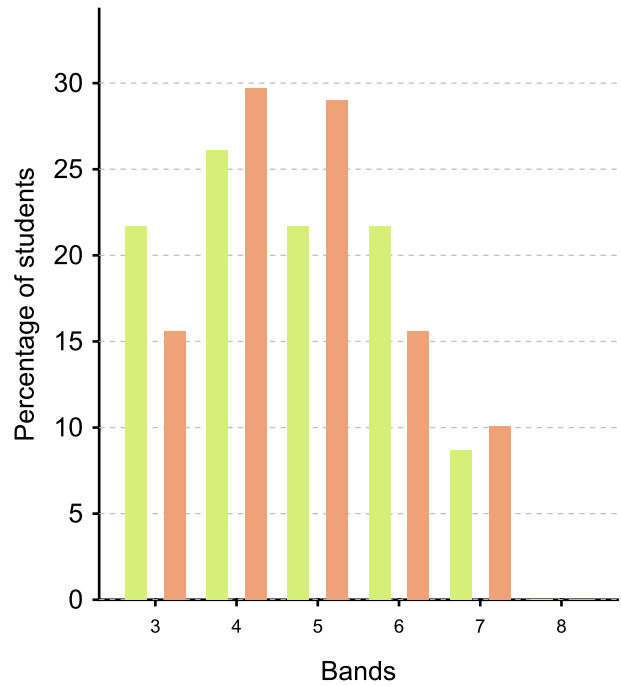
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



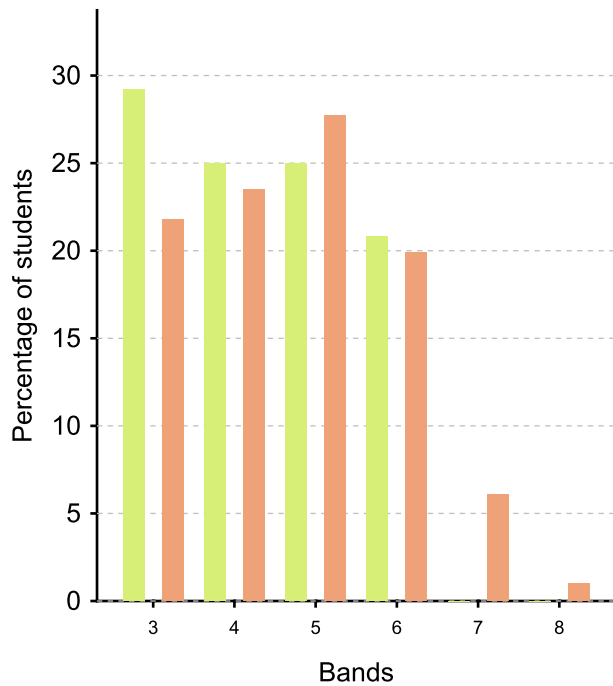
Percentage in bands:
Year 3 Writing



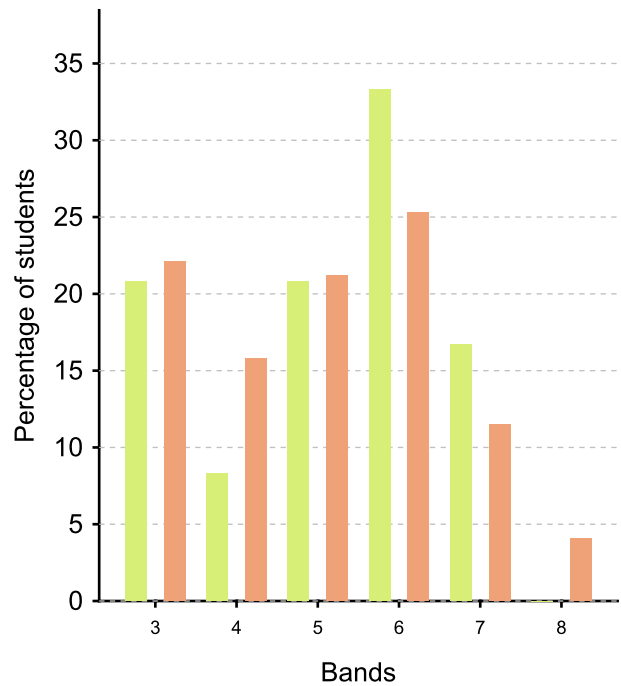
Percentage in bands:
Year 5 Reading



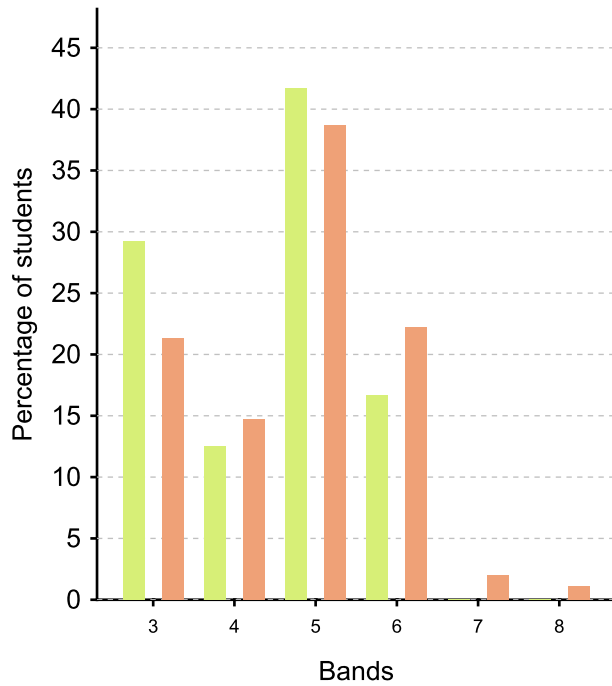
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

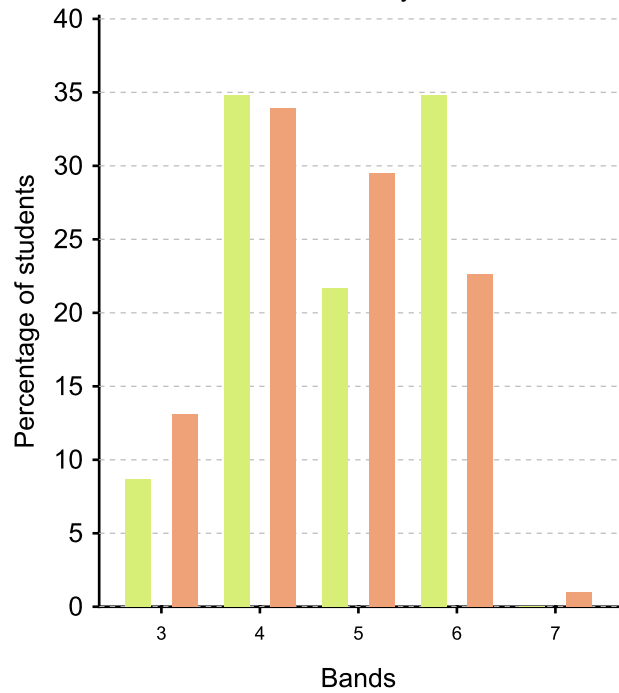


Percentage in bands:
Year 5 Writing



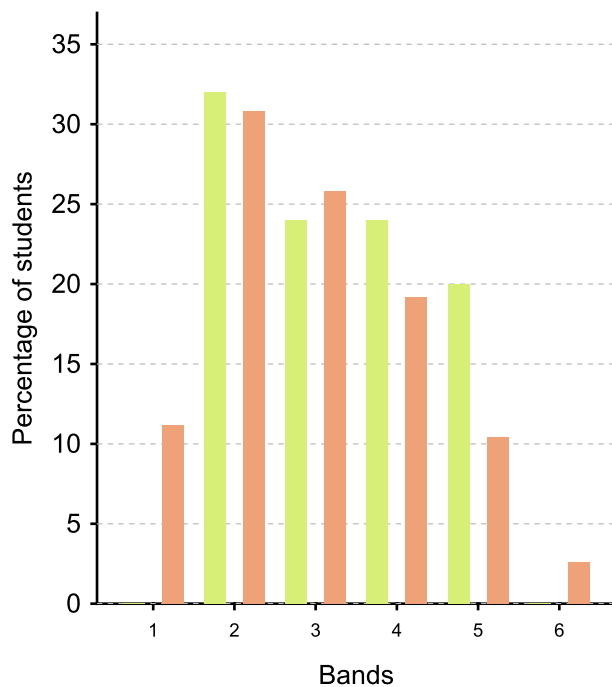
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

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

Family and community networks are satisfied by the schools efforts to involve families in relevant decision making. The school has strong links with local community groups and provide advice about Aboriginal education, resources to build appreciation of our culturally and linguistically diverse community, as well as using these links to reach out to families. The school uses the P&C as the central consultation group, hosting meetings, to discuss programs and policies, gain their ideas and feedback. Families and community members are invited to participate many aspects of school life. Parents participate in reviewing target areas such as communication methods, uniform suggestions, canteen support and student engagement opportunities. The School Community are active participants in the Tell Them From Me surveys and online polls via social mediums, they are highly engaged in sporting activities and whole school celebratory events across the school.

Policy requirements

Aboriginal education

During the past year we had a total enrolment of 25% to 30% Aboriginal families. The employment of an Aboriginal Education Officer (AEO) has been shared with additional Aboriginal staff across the school. The Wiripaang AEO meets and greets our new families, orientates them to our services and programs including Samaritans' Play Group, Centre for Hope Programs, Breakfast Club and the Homework Centre. Quite often the AEO is the first point of contact for our community supporting with any issues or areas of need. We connect with our Aboriginal families regularly via phone, social online mediums and via the newsletter. Contact regarding our local AECG Meetings, our staff and community Aboriginal Education Committee (WiriMob) is available for those community members that require social, emotional or wellbeing support.

We have established a close working relationship with the Aboriginal Student Liaison Officer (ASLO) in an attempt to re-engage students trending towards 'at risk' absentee rates and apply effective strategies to improve attendance and school engagement. Mainstream students following the school Positive Behaviour for Learning (PBL) expectations have shown a solid attendance pattern.

Incorporating the Aboriginal Eight Ways of Learning into class programs provides an Aboriginal perspective in both traditional and cultural aspects. These activities are provided at the request of teacher(s) discretion and timetabling. We continue to seek new ways to connect with our Aboriginal families when collectively creating *Personalised Learning Plans* (PLP) with such events as BBQ's, morning or afternoon 'cuppa and a chat' and we are looking towards trialling a mini Cultural Day for our families at the end of each term.

Our SistaSpeak Program which provides a focus on self-esteem, career choice and life skills for pre-teens

this year included support from Mrs Loraine Oldham from 'Redochre' who came in and supported the girls in making a small bag. The girls learnt sewing skills such as embroidery and how to use a sewing machine. The BroSpeak boys program ran in conjunction with Hunter Sports High School and Windale Public School. The boys program ran over 8 weeks and incorporated visits to businesses and organisations run by successful Aboriginal community members.

NAIDOC celebrations were subsidised by a government grant that afforded every student to visit to the Awabakal Education Centre.



Multicultural and anti-racism education

At Wiripaang Public School, community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding. This is supported by the provision of teaching and learning programs that enable all students to identify as Australians within a democratic multicultural society. Wiripaang Public School provides inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views. As a cultural celebration for Harmony Day the students K-6 each wrote a Wiripaang postcard to students in remote areas of the state and also to students living in highly populated multicultural cities. The experience broadened the knowledge of our students and took them to life beyond their own back yard where school was exceptionally different to what we experience close to home. The ARCO (Anti-Racism Contact Officer) elected a delegate who investigates allegations of racism from any cultural group or individual. PBL wellbeing lessons have also promoted anti-racism education for all classes and students and we regularly employ the services of our Police Youth Liaison Officer to discuss any sensitive matters if they arise. .