

Wingham Brush Public School

Annual Report



2017



4575

Introduction

The Annual Report for 2017 is provided to the community of Wingham Brush 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.

Kylie Seaman

Principal

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Message from the Principal

At Wingham Brush PS, our vision is to provide innovative quality education to inspire, challenge and empower resilient, self-motivated students. Our supportive staff and engaged community are committed to delivering a rich, inclusive, holistic education in a safe and nurturing environment. The education of students is seen as a partnership between parents, staff and students. What we do each day has a positive impact on the futures of the young people in our care and, therefore, bodes well for the future of our world. Our students, our children, are world-changers.

All of our sporting carnivals were highly successful, A number of individuals represent the school in Manning zone and Hunter athletics and swimming as well as representation at the Premiers Spelling bee and debating competition across the regional schools. We have had numerous sporting teams achieve success and pleasure from representing their school with pride, in soccer, netball, and touch football along with many Gala days.

Our choir has received many accolades for its performances, notably at the Remembrance service in Town Hall where we displayed the community spirit, joining with Wingham Public for a joint performance and a sensational turnout at the ANZAC march. Congratulations to all those students that have represented the school with pleasure and pride.

To all parents and caregivers, I thank you for your passionate support of all things Brush and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education. Our P&C have given tirelessly of their time and expertise for the enormous benefit of our students, providing valuable services and resources to our school. Thank you for your continued commitment and generosity.

Our students are amazing citizens who care so much for one another. I am so impressed with the way they embrace the strengths and value the differences in each other. Our school tone is calm and welcoming. There is a positive and heartening vibe throughout the school as I visit classrooms, walk through the playground and engage with our students.

2017 has seen many positive outcomes both challenging and rewarding. The stage is set for an exciting time of growth and innovation in 2018.

Kylie Seaman

School background

School vision statement

We believe that Wingham Brush Public School should be a safe and friendly place where our school community values learning and achieving in all areas of school life. People at our school should be respectful and take responsibility for their actions.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. There is also an environmentally sensitive area attached to our school called Wingham Brush –a small pocket of rainforest with attractive boardwalks and is also home to a large colony of grey-headed flying foxes.

Within the school grounds there is an Environmental Education Centre which can be used by others schools when visiting the very popular Wingham Brush environmental area. The town is situated 12 km west of Taree.

School structure consists of 8 regular and multi-grade classes. Each classroom is equipped with Smartboard technology supporting quality teaching and providing a modern learning environment for all students in our heritage buildings.

The school's Family Occupation and Educational Index (FOEI) is 139 which indicates quite a significant level of disadvantage. There are a small proportion of students with Aboriginal background.

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.

In Learning we have focused primarily on the elements of *Curriculum and Assessment*. Change has been implemented through a renewed focus on curriculum differentiation for our students. Teachers collaboratively analyse data and are mentored by school leaders including the instructional leader, on the value of the data and the feedback delivered that supports student growth. Teachers learning plans reflect differentiated lessons which are formed from a critical analysis of data. Teachers regularly examine student performance data with a focus on formative assessment as evidenced by the recording of PLAN data, stage discussions and assessments. School intervention programs addressing specific student needs have improved student self-esteem, engagement and increase in students achieving targeted outcomes. L3 is supported and delivered across all early stage one and stage one classes, including targeted planning, differentiation, modelling, tracking and assessing, and feedback to students with the expectation that this will be reflected in future NAPLAN results in literacy. Through delivery techniques in explicit direct instruction we are delivering programs such as QuickSmart, QuickLit and targeted writing intervention across 3–6, in addition to extension groups in numeracy and volunteer reading programs across the school.

In Teaching we have focused on the elements of *Effective classroom practice, Data Skills and Use and Professional Standards*. An identified need by the school is for rigorous evaluations of programs to reflect the learning needs of students – with clear links to IEPs, PDPs and learning goals – also linked to raising academic levels of all students. Conferencing with students has been identified as a strategy for increased use in the school. Change has been supported through the implementation of the Department of Education Performance and Development Framework and associated requirements including all staff developing individual performance and development plans and engaging in a series of lesson observation and feedback activities. Staff members have developed meaningful professional learning goals associated with Departmental priorities and our school plan and linked with the Australian Teaching Standards. The focus of professional development, stage leaders and mentoring has been on increasing the proficiency of teachers in their teaching of literacy and numeracy.

In the domain of Leading, our priorities have been to improve *Educational Leadership* and *Management Practices and Processes*. professional learning in the school emphasises developing effective instructional leadership by being visible and working alongside teachers, with effective and constructive feedback. The implementation of Tell Them from Me survey for staff, parents and students has provided valuable data to assist in planning, and assessing the schools achievements and has had a substantial impact on the direction of the school plan. Consistency, collaboration with all stake holders and monitoring of effectiveness of the key strategic directions throughout the year will continue to be addressed. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

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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

The provision of high– quality, engaging learning opportunities.

Purpose

To improve student learning outcomes in literacy and numeracy through the delivery of consistent, high–quality teaching practice.

Overall summary of progress

Teaching staff were provided with opportunities to engage in regular professional learning with their stage leader. The direction, content and focus areas were determined according to several factors. These included teachers Performance Development Plan goals, the school plan strategic directions and the analysis of trend data. Focus areas were specific to the teacher's personal goals and systemic goals of the school. Continuums analysis and plotting on PLAN developed the teacher's skills in identifying areas of student needs and determining the direction of their learning, specifically in writing. Regular professional development consistent teacher judgement and maintained a focus on the specific areas and encouraged a collaborative effort amongst staff. Learning and support team processes have been enhanced to monitor and plan student progress in literacy and numeracy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents/carers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 5% increase of students, over a three year period, on average, performing at proficiency standard in literacy	Release staff to undertake Professional development in literacy /numeracy including opportunities for collaboration and data analysis \$6400	Evaluations show that trends in NAPLAN performance have not changed. Analysis and evaluation of processes to drive and improve teaching and learning will be developed in the next planning cycle. Teachers engaged in professional learning on the implementation of the new syllabus and impact on programming. The engagement of an Instructional leader and the Early Action for Success initiative has seen significant changes in delivery, data collection and analysis and student results across the school. Staff collaboratively evaluated student performance data to determine the direction of teaching and learning programs.
Learning programs reflect identified areas for development in students' learning and differentiated learning activities.	\$2500 Personalised Learning Plans address the targeted areas of needs for specific students. Collaboratively these areas have been addressed with the support of the Learning Support Team(LST), Learning and Support Teacher(LaST), parents and teacher. There has been varied and increased levels of observable and programmed differentiation evident in classrooms and programs across the school. Collaborative sharing	Personalised Learning Plans address the targeted areas of needs for specific students. Collaboratively these areas have been addressed with the support of the Learning Support Team(LST), Learning and Support Teacher(LaST), parents and teacher. There has been varied and increased levels of observable and programmed differentiation evident in classrooms and programs across the school. Collaborative sharing increased teachers' understanding of explicit writing criteria and the value of rich text to improve comprehension, vocabulary and writing skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Learning programs reflect identified areas for development in students' learning and differentiated learning activities.	increased teachers' understanding of explicit writing criteria and the value of rich text to improve comprehension, vocabulary and writing skills.	<p>Personalised Learning Plans address the targeted areas of needs for specific students. Collaboratively these areas have been addressed with the support of the Learning Support Team(LST), Learning and Support Teacher(LaST), parents and teacher.</p> <p>There has been varied and increased levels of observable and programmed differentiation evident in classrooms and programs across the school.</p> <p>Collaborative sharing increased teachers' understanding of explicit writing criteria and the value of rich text to improve comprehension, vocabulary and writing skills.</p>
Trend NAPLAN growth data indicates 70% of students greater than or equal to expected growth.	NIL	<p>Trend data is slow to improve and future plans need to address the areas of n=most need through the school self evaluation tool.</p> <p>On average, forty–six percent of year 5 students achieved expected growth in reading measured in the NAPLAN. Fifty percent of Year 5 student's achieved an expected growth in Numeracy.</p>

Next Steps

Continue to build teachers confidence, skills, knowledge and understanding of the NSW syllabus documents.

The introduction and awareness of the phasing out of the continuums to be replaced with the learning progressions

Developing a deeper understanding in the staff, of evidence based data and how it impacts on all aspects of teaching and learning.

Continuation of L3 training and implementation across Early Stage 1 and Stage 1 classes

Through mentoring and professional learning develop and implement evidence based teaching practices connected with the Visible learning mind frames and student learning goals.

Strategic Direction 2

A clear focus on teacher and leadership learning.

Purpose

The mandated Performance and Development Framework for Principals and Teachers is a tool for staff to achieve desired professional growth.

Overall summary of progress

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and plan for growth. All staff completed and collaboratively established performance development goals that were used to guide the focus and direction of their regular professional development with stage leaders. Staff evaluated their PDP's at the completion of the year to determine their future focus and success of their goals

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching staff are able to evidence professional learning through their Performance Development Plans	\$6400	100% of staff completed Performance Development Plans and evaluated their progress. Performance Development Plans were developed, focusing on school target areas and personal areas for growth and interest. goals were monitored by supervising staff and observations, informal and formal reports were conducted. Professional dialogue enhanced collective practice.
External assessment highlights improved engagement of students.	NIL	75 students from Year 4 to 6 completed the Tell Them From Me (TTFM) survey. 75% of students felt that they were encouraged to learn and felt the school appreciated them as a student. All teachers developed class needs analysis and learning plans, including OoHC, PLPs, NCCD targeted students.

Next Steps

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum. Engage and collaborate with staff in the school plan and the milestones, to guide aspects of their Performance Development Plan.

To provide consistent professional development in the areas of literacy and differentiated learning delivered through development days and planned training throughout the terms.

Staff to continue to investigate evidence based practices to enhance quality teaching and learning and assist in improvement of student outcomes through several initiatives in the school plan including Visible Learning, Building Numeracy Leaders and the Writing Initiative.

Staff to enhance innovative practice with engagement with higher order strategies to develop reflective practice, problem solving and critical thinking strategies

Strategic Direction 3

Enhance student wellbeing creating a more positive, safe and enjoyable learning culture.

Purpose

Students are supported through a school-wide focus on student equity, communication, well-being and welfare programs.

Overall summary of progress

Our continued school-wide focus on positive behaviour for learning (PBL) has enabled us to achieve significant progress in this strategic direction through a successful approach to student's wellbeing and learning culture. The PBL team consisting of the principal, teachers, SLSOs and parents have reinforced the three core values, Respect, Responsibility and Resilience. Staff have developed a deeper understanding of the common purpose and approach to student welfare. A clear set of positive expectations and behaviours have been established through the Behaviour Expectations Matrix. This is being shared and further developed to specifically address areas and behaviours of need. Explicit lessons have been taught across the school, addressing the specific areas of the behaviour matrix.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents are able to recall the three fundamental PBL values and give examples of what they might look like in various areas of the school	\$3500	Positive Behaviour for Learning Program (PBL) is becoming embedded in staff and communication meetings as a positive and consistent approach to student welfare in all settings within the school. Core values and Behaviour Expectations Matrix have been developed for all areas of the playground setting. Staff are engaged in professional learning and development of resources and strategies to effectively implement PBL., including explicitly taught mini lessons. Permanent signage and banners were designed for external and internal display
PBL survey responses indicate a consistent approach to managing student behaviours	NIL	PBL action plan has been designed and implementation has begun using data from surveys in conjunction with staff, parents and students. A score of 7.3/10 in collaboration, specifically talking with teachers about strategies that increase student engagement. Playground recording of minor incidents was implemented to gather data for evidence of specific student behaviour and areas of need.

Next Steps

Developing a partnership with the school community groups to create a shards community resource about the National park 'Wingham Brush' including a school developed website.

Staff to investigate the Wellbeing framework to revise and review the student well being policy, with a focus on PBL strategies, behaviour matrix and the continuum of support chart.

Building increasing networks with other schools and across stages for opportunities for professional dialogue and cross pollination of ideas.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10500	<p>All Aboriginal students are making sound progress across the Literacy and Numeracy.</p> <p>Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students. School learning support officers and learning support teachers were trained and delivered intervention programs on a small group basis to targeted students</p>
Low level adjustment for disability	\$21000	<p>All students requiring adjustments and accommodations are catered for within the school.</p> <p>Targeted students were referred for learning support this year, in addition to students on recurring monitoring.</p> <p>Learning Support officers were employed to assist student learning in a variety of learning areas across all stages. This assistance ranged from improving social skills to additional support across the curriculum areas. SLSO's were employed to support students in both the school setting and to access extra-curricular activities.</p> <p>Two Learning Support Officers and an executive were trained throughout the year in the delivery of an explicit literacy intervention program</p>
Socio-economic background	\$90000	<p>Enhancing student access to a wide range of educational experiences. Extra assistance was also provided in the class learning environment. This resulted in increased student participation and engagement leading to an improvement in learning outcomes.</p> <p>Funding was used to support the QuickSmart mathematics program which aims to improve automaticity of mathematical calculations by students.</p> <p>Funding was applied to the training and implementation of the Quiklit (Literacy) program.</p> <p>Both these intervention programs had pleasing outcomes evidenced in the NAPLAN and PAT effect size results and higher levels of engagement and participation in all areas. Considerable funds were expended supporting staff in their professional development including writing, student learning plans, data analysis and teacher professional development plans.</p>
Support for beginning teachers	\$8000	<p>All beginning permanent teachers in the first two years of their career were provided with access to additional support, professional development and mentoring time with their supervisors.</p>

Support for beginning teachers	\$8000	Executive provide timely, frequent and improvement focussed feedback in order to support teachers efforts in improving their practice and collation of evidence and annotations for accreditation.
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	109	106	96	99
Girls	116	108	101	100

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	95.9	96	95.1
1	92	91.7	94.9	96.2
2	93.8	91.2	92.5	89.9
3	92.8	93.3	92.1	92.3
4	91.2	92.9	94.9	88.5
5	94.4	91.8	93.6	90.6
6	93.1	93.9	91.9	90.2
All Years	93.4	93	93.7	91.4
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.78
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.12
Other Positions	0

*Full Time Equivalent

Wingham Brush has one staff members of Aboriginal or Torres Strait Islander descent.

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

The teaching staff at Wingham Brush Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

School Learning Support Officers engaged in professional learning including QuikLit literacy intervention, OLIVER library Training and ongoing development in SENTRAL, google docs, and excel.

The School Administration Manager and School Admin Officer had extensive training in LMBR and its implementation.

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	\$
Balance brought forward	262,981
Global funds	168,526
Tied funds	306,930
School & community sources	33,109
Interest	3,254
Trust receipts	5,232
Canteen	0
Total Receipts	517,050
Payments	
Teaching & learning	
Key Learning Areas	23,797
Excursions	17,764
Extracurricular dissections	9,880
Library	4,958
Training & Development	773
Tied Funds Payments	246,505
Short Term Relief	42,340
Administration & Office	26,105
Canteen Payments	0
Utilities	22,984
Maintenance	9,862
Trust Payments	6,153
Capital Programs	0
Total Payments	411,120
Balance carried forward	368,912

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

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

	2017 Actual (\$)
Opening Balance	0
Revenue	383,423
Appropriation	371,682
Sale of Goods and Services	0
Grants and Contributions	11,501
Gain and Loss	0
Other Revenue	0
Investment Income	240
Expenses	-152,142
Recurrent Expenses	-152,142
Employee Related	-123,375
Operating Expenses	-28,767
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	231,282
Balance Carried Forward	231,282

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.

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	1,455,245
Base Per Capita	30,107
Base Location	2,707
Other Base	1,422,431
Equity Total	290,462
Equity Aboriginal	21,385
Equity Socio economic	154,514
Equity Language	0
Equity Disability	114,564
Targeted Total	92,930
Other Total	140,170
Grand Total	1,978,807

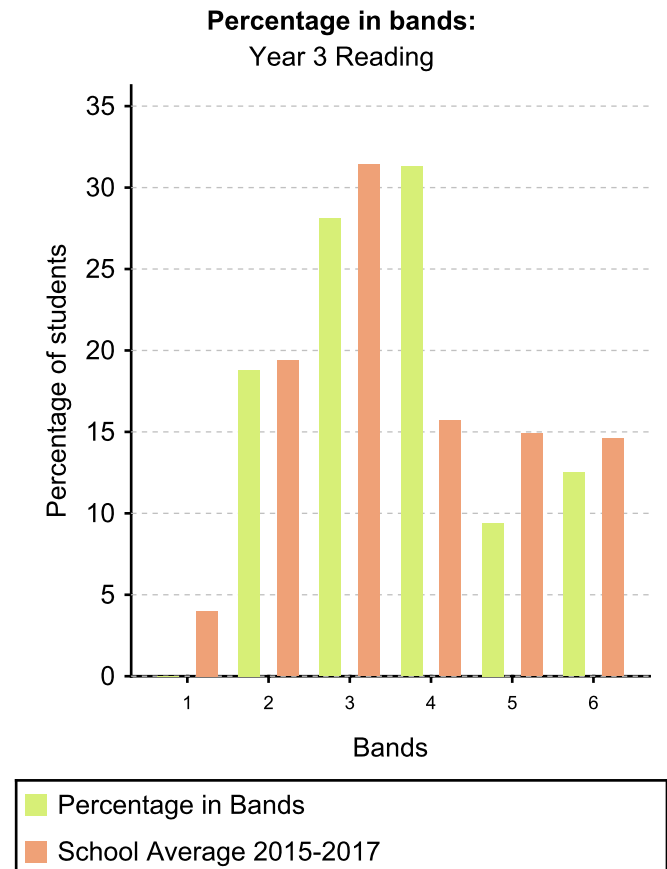
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

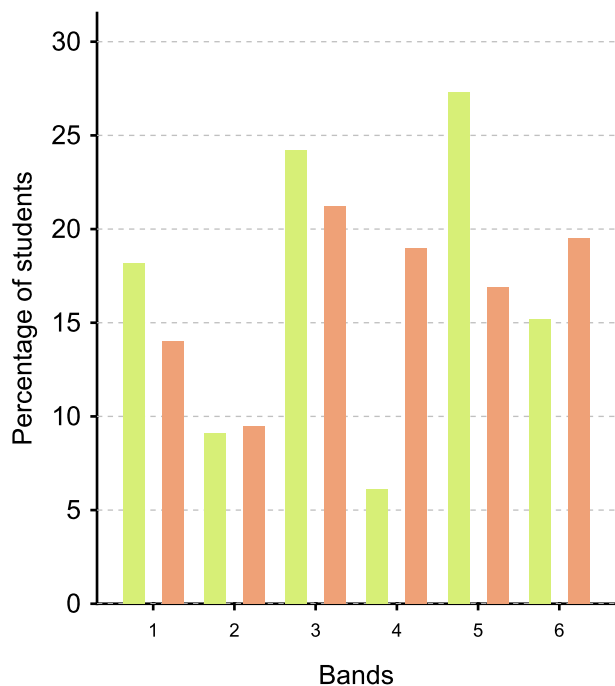
School performance

NAPLAN

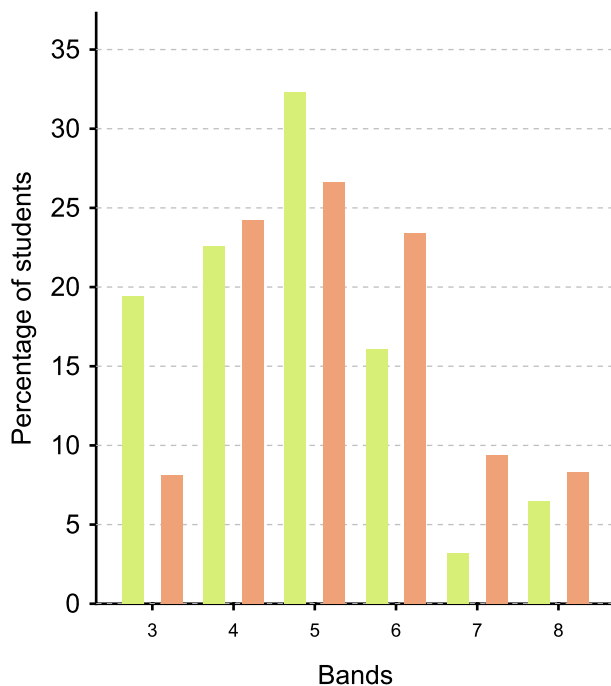
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



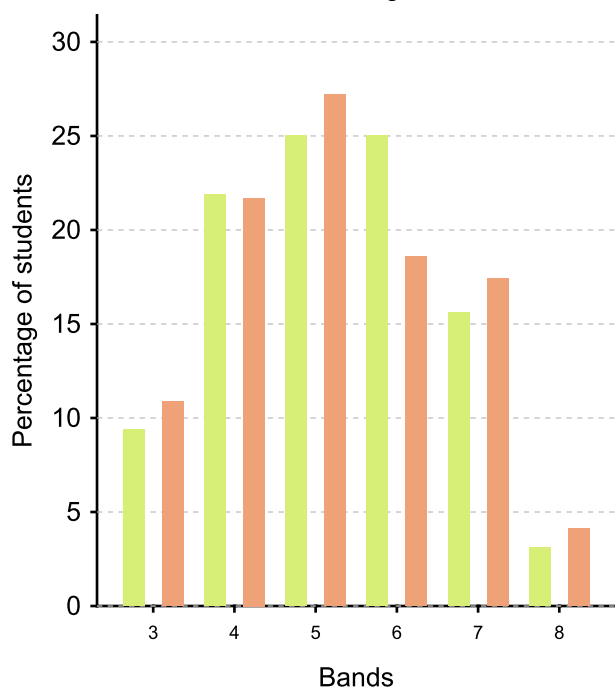
Percentage in bands:
Year 3 Grammar & Punctuation



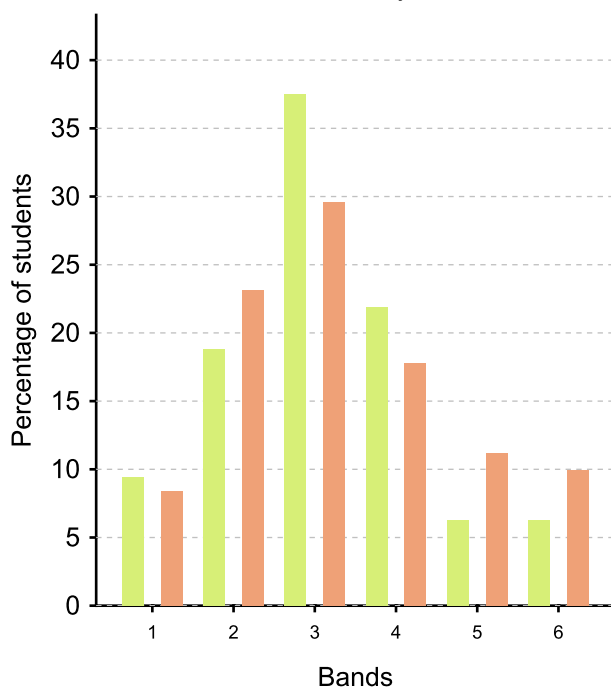
Percentage in bands:
Year 5 Grammar & Punctuation



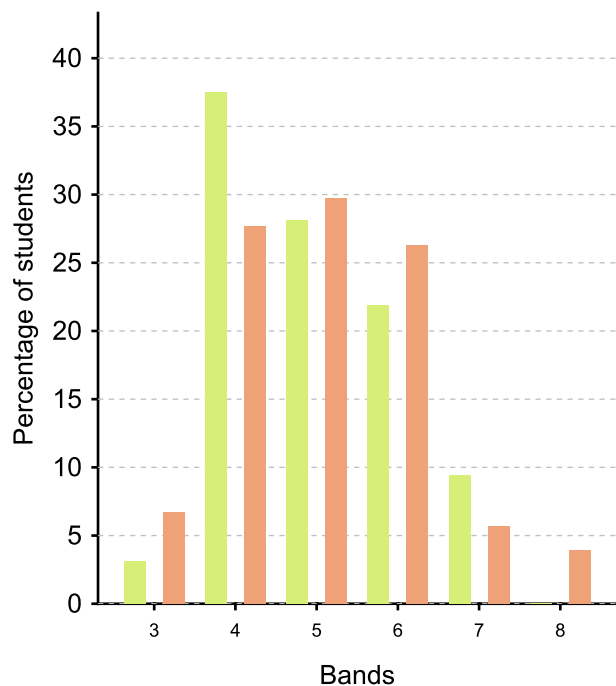
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 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.>

In Year 3 Reading in 2017 25% of students were placed in the top two bands. In Year 3 Numeracy 2017 no students were in the top two bands. No Aboriginal students were placed in the top two bands

In Year 5 Reading in 2017 19% of students were placed in the top two bands. In Year 5 Numeracy 2017 10% of students were placed in the top two bands. No Aboriginal students were placed in the top two bands

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, Wingham Brush Public School conducted surveys to gather information about school culture. Students completed surveys electronically and parents used the *Skoolbag* application to answer questions about the school.

Ninety-one students from years 4 to 6 completed the survey. Only 5 parents responded to the survey, therefore, with insufficient data it is difficult to establish a clear picture or conclusion of the parents perspectives. A parent forum was conducted and 6 parents voiced their thought around 3 targeted questions in relation to what we are doing well and where we could improve. Discussion was positive and constructive.

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Positive Teacher-Student Relations were rated 8/10 by the students. There was a positive response to how often students are praised and rewarded for their success.

Many students need help in developing positive friendships and resolving conflicts in constructive ways. Teacher professional learning on cooperative group work, technology and differentiated learning will increase the focus on catering for the learning styles and diverse learning needs and interests of all students.

Policy requirements

Aboriginal education

Wingham Brush Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. We promote respect for the unique and ancient culture of the Aboriginal people in the following forms:

Acknowledging the traditional custodians of the land in all assemblies.

Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

Celebration through NAIDOC day activities in collaboration with the high school and community of Wingham small schools.

In 2016 Wingham Brush public received funding to support the learning of students with an Aboriginal background. Personalised learning plans were developed for all Aboriginal students in consultation with parents and carers.

Significant SLSO time enabled students to better engage with classroom programs and to participate in school wide activities. Enhanced engagement has resulted in attendance patterns for Aboriginal students in line with those of their non-Aboriginal peers. The school is supported by the Taree Aboriginal Education Consultative Group and this communication enhances the school's vision for Aboriginal students.

Multicultural and anti-racism education

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves.

Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious difference in others. History and rich literature provides a vehicle to study other cultures, encouraging attitudes of respect for diversity.