

Wingham Public School Annual Report



2017



7314

Introduction

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

Rita Pittman

Principal

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School background

School vision statement

At Wingham Public School we believe that to achieve success we need to empower students and staff by having high expectations supported by high quality educational programs. We recognise the connection between local learning and global living and that together we can create, discover and succeed. Wingham Public School– Opportunity through empowerment.

School context

Wingham Public School is situated on the town's outskirts. It is distinguished by its well-equipped buildings, facilities and commanding rural views, encompassing an area of 5 hectares. There are 197 families with a total of 309 students. Of these 154 are male and 155 are female. 55 students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index (FOEI) is 128 with 81.9% of families falling within the lowest two socio economic bands. The school structure consisted of 14 classes, 7 regular and 7 composite. The school continued to benefit from the Early Action for Success (EAfS) initiative and a new Instructional Leader was appointed in 2017. The school has embedded the EAfS model by employing an Instructional Leader to develop the capacity of staff in Stages Two and Three. The school implements a range of quality programs to meet the needs of the students including; Positive Behaviour for Learning (PBL), a comprehensive Aboriginal cultural program, a school wide health and physical education program, a structured social skills program and a Student Representative Council.

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.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we have identified ourselves as **Sustaining and Growing**. There is a demonstrated commitment to strengthening learning priorities based on the school strategic directions. There are well-developed and current policies, programs and processes to address and monitor student learning needs. Practices for the Learning and Support team were refined and this impacted positively on the outcomes for staff, students and parents. The school discipline and behaviour guidelines were reviewed, with the school community endorsing new procedures. The school has continued to focus on using data to provide evidence to drive whole school improvement. This focus has included the EAfS initiative and the 3–6 Instructional Leader model. Both of these provide support for staff to develop explicit processes to collect, analyse and report on internal and external student and school performance data.

In the School Excellence Framework domain of **Teaching** we have identified ourselves as **Sustaining and Growing**. Staff have continued to explore and implement the most effective teaching methods, with a high priority given to evidence based teaching strategies. This includes ensuring all K–2 staff are trained in Language, Literacy and Learning (L3) and that differentiation is embedded as part of quality teaching practice. This pedagogy has also been mirrored in stages two and three. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture. Regular use of data has become integral to daily practice and contributes to the identification of students requiring tiered intervention. Extensive collaboration is evident across all areas of the school where formal processes support improved teaching and learning practices. There has been a particular focus on improving teaching methods in Literacy and Numeracy focused on building teachers' understandings of effective teaching strategies in these areas.

In the School Excellence Framework domain of **Leading** we have identified ourselves as **Sustaining and Growing** across the aspects of Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes. This is consistent with our 2016 self assessment. Emphasis is placed on instructional leadership across the school to develop the capacity of all staff, which will contribute to whole school improvement. Wingham Public School executive take leadership roles within the wider community. The Wingham Taree Assistant Principals' Collegial Leadership network continued to be led by our school Assistant Principal. This role involves planning and presenting 70% of the learning content, whilst the Principal of our school as a member of the Collegial Network

writing team, plans and presents the leadership component to the network. Clear processes with accompanying timelines and milestones direct school activity towards effective implementation of the school plan. Staff understand their role in addressing the school plan, strategic directions and meeting improvement measures to improve student outcomes.

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:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

A globally connected learning environment which provides students with rich learning experiences.

Purpose

To provide high standards of teaching and personalised learning approaches that increases the performance and capabilities of every student. To provide a quality learning environment and enabling technologies to ensure students become creative problem solvers, better communicators and lifelong learners.

Overall summary of progress

The most significant influence of the Early Action for Success (EaFS) strategy has been in the provision of high quality teaching. The evidence based practices of Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) have continued to improve teacher practice from whole class teaching to differentiated teaching. The Instructional Leader and other experts worked collaboratively with teachers to develop effective practices and incorporated co-teaching strategies to effectively reflect on teaching and the learning of students. A detailed action plan was developed every five weeks documenting the five weekly instructional rounds. Ongoing regular collection and filing of student work samples ensured that gaps in learning were identified and used to determine individual student learning goals. As a result students had a clear understanding of how they could improve. Teachers incorporated data analysis in their planning for learning. Planning Literacy and Numeracy (PLAN) data was entered and approved every five weeks. This was analysed, with class teachers and the Instructional Leader meeting on a regular basis to carefully monitor student achievement and improvement against targets. Through collaborative discussion, teachers determined their teaching directions for the next five week cycle and reflected on the effectiveness of their teaching efforts.

The school initiative of 3–6 Instructional Leader highlighted the evidence based, inclusive and strategic approach taken by the school. This process was modelled on the EaFS initiative. It involved mentoring, the delivery of demonstration lessons, professional learning delivery, data analysis and tiered student interventions. Given the commitment and high expectations of Wingham Public School staff, to complete ongoing professional learning, the need for a 3–6 Instructional Leader was vital to build a quality learning environment. Regular targeted professional learning was a strong feature of the role.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers students and parents will work in collaboration to plan and monitor student learning goals as evidenced in student learning plans including 100% Aboriginal students 100% students with a disability 100% of students identified as requiring intensive support (Tier 3) as indicated by PLAN data	Learning and Support teacher staffing allocation 0.9 Intervention Teacher 0.234 RAM Equity Funding \$17 904.00	Teachers, students and parents worked in collaboration to plan and monitor student learning plans for; 100% Aboriginal students, 100% students with a disability, 100% of students as requiring intensive support (Tier 3) as indicated by PLAN data.
80% of students K–6 will achieve appropriate progress as measured by PLAN cluster markers for Literacy and Numeracy	Instructional Leader– staffing allocation. EaFS Intervention teacher 1.0 \$95 551.00 L3 Training days and Early Years learning team professional learning days. \$9 628.00	In the aspect of Reading 83% of Kindergarten students, 86% of Year One students and 84% of Year Two students achieved EaFS targets. In the aspect of Comprehension 80% of Kindergarten students, 86% of Year One students and 84% of Year Two students achieved EaFS targets. In the aspect of Writing 73% of Kindergarten students, 67% of Year One students and 55% of Year Two students achieved EaFS targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students K–6 will achieve appropriate progress as measured by PLAN cluster markers for Literacy and Numeracy		<p>In the aspect of Early Arithmetic Strategies 96% of Kindergarten students, 83% of Year One students and 96% of Year Two students achieved EAfS targets.</p> <p>In the aspect of Forward Number Word Sequence (FNWS) 90% of Kindergarten students, 92% of Year One students and 90% of Year Two students achieved EAfS targets.</p> <p>In the aspect of Numeral Identification 94% of Kindergarten students, 98% of Year One students and 97% of Year Two students achieved EAfS targets.</p>
School Excellence Framework: value added data indicates that Wingham Public School is sustaining and growing	<p>Additional Classroom teacher</p> <p>3–6 Intervention Teacher</p> <p>K–6 Support Teacher Term 1</p> <p>SLSO 1.0</p> <p>Literate texts</p> <p>RAM Equity \$229 435.00</p> <p>Key Learning Area Resources</p> <p>\$13 000.00</p>	In the key quantitative measure of value added data Kindergarten– Year Three Wingham Public School is below average but not significantly different to other schools. In value added data Year Three to Year Five Wingham Public School was Delivering.
Data indicates that there are less negative playground behaviour incidents	Learning and Support teacher staffing allocation 0.9	Sentral data indicates that the number of positive behaviour incidents recorded in both classroom and playground settings has doubled.
Data indicates that Positive Behaviour for Learning is being implemented successfully	RAM Equity – \$4 500.00	Utilising the PBL School Wide Evaluation Tool (SET) data indicated that we have achieved 90% of the features as a PBL school.

Next Steps

At the conclusion of the 2015–2017 school planning cycle the Early Action for Success initiative was successfully embedded within school practices. This strategy will now become a Key School Initiative and will be reported in this area of the Annual Report.

Strategic Direction 1 for the 2018–2020 School plan will focus on:

Visible Learning Project

Implementation of evidence–based teaching practices to make learning “visible” and maximise student achievement.

Improved Writing Initiative

Professional learning to develop targeted teaching in writing to improve student writing in all KLA's.

Strategic Direction 2

A dynamic, high quality performance and development culture

Purpose

To empower staff as leaders to build on their capacity so that they are involved in planning, developing and monitoring their learning and career pathways. To build on the existing collaborative culture of the school, utilising the experience and expertise of every individual in the team. To ensure that professional learning is aligned with student data, the school plan, and the Performance Development Framework. Quality Teaching is highly regarded, planned for and evaluated on an ongoing basis.

Overall summary of progress

Wingham Public School utilises collaborative practice to support staff through professional learning to improve teaching and student outcomes. In 2017 we employed an Instructional Leader to support staff in professional learning and to embed "current best practice" pedagogy in classrooms. This included supporting Stage Two staff through a targeted intervention program for reading; supporting teachers in writing professional development and overseeing and developing a whole school editing code to support student writing. Staff have demonstrated a commitment to their ongoing professional growth and all teaching staff completed performance development plans. As part of this process, all staff have set professional learning goals that align with the school plan. Staff reflection on Professional Development Plans (PDP's) resulted in honest evaluation of goal achievements and the setting of individual future directions. As part of this process staff observed colleagues' lessons which contributed to a more transparent learning culture. Regular monitoring and feedback processes are now in place with staff reporting greater collegiality and support through the Professional Development Framework processes. This deeper reflective practice guided the ongoing development of all staff at both individual and collective level. A school induction program for a beginning teacher was implemented which focused on school orientation, teaching and learning and curriculum planning and implementation. A permanent beginning and two temporary beginning teachers were supported by supervisors, mentors, buddy teachers, colleagues and Principal. Teaching staff with specific expertise were utilised to strengthen the capacity of other staff by presenting professional learning and modelling best practice in the classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All professional learning plans are aligned to student data and the school plan	Nil funds	100% of professional learning plans were informed by student data and key initiatives from the school plan.
100% of professional learning plans are aligned to the Australian Standards for Teachers.	Nil Funds	100% of professional learning plans for teaching staff aligned to the Australian Standards for Teachers
100% of professional learning is in line with the Performance and Development Framework	Nil Funds	Clear processes were initiated to ensure that all professional learning was in line with the Performance and Development Framework.
Data indicates that all school professional learning is evaluated.	Nil funds	Evaluations after all professional learning were undertaken and staff indicated that the majority of professional learning was valuable and aligned with professional learning plans.
100% of beginning and early career teachers participate in an induction process	Support for Beginning Teachers \$17 438.00	All beginning teachers have completed an induction process specifically designed to their needs. They have been supported by their supervisors and relevant school staff.
School based evaluation processes demonstrate targeted professional learning is building the capacity and improving the proficiency of teaching staff	AP full time release – QTSS 0.142, RFF 0.046 RAM Equity \$49 884.00	A number of school based processes including focus group, professional learning evaluations, staff surveys, lesson observations and program supervision, were utilised which showed that targeted professional learning is building the capacity of staff and improving the proficiency of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School based evaluation processes demonstrate targeted professional learning is building the capacity and improving the proficiency of teaching staff		teachers.

Next Steps

The next step required for the 2018–2020 School Plan to ensure Strategic Direction 2 is embedded is as follows:

Instructional Leadership

Provision of high quality instructional leadership which models and promotes excellence.

Strategic Direction 2 will also contain the following process:

Progressing Parent Engagement

Families and school work together to: share responsibility for learning and create positive attitudes to learning; understand how children learn and build on their capacity to support learning at home.

Strategic Direction 3

Effective systems and partnerships.

Purpose

We seek to build strong purposeful relationships with parents, community and professional colleagues to ensure our students are successful learners. To ensure that we provide a framework supporting quality, proactive engagement with parents and the community. To develop local guidelines and streamlined systems based on Department of Education policies that ensure consistency and accountability across all areas.

Overall summary of progress

In 2017 Wingham Public School streamlined and embedded processes that were the foundation for wellbeing across the school. The Wellbeing Framework was finalised to include key policies including Protecting and Supporting Young People, Working With Children Check, Student Behaviour and Discipline Guidelines, Out of Home Care Guidelines, Attendance policy, Anti Bullying policy, Enrolment policy and Learning Support Team guidelines.

The Positive Behaviour for Learning (PBL) initiative continued to be implemented. The school mascot has been well received. Additional signage, in line with our expectations matrix were designed for specific areas of the school and are now prominently displayed around the school. A parent forum "Snack Chat" was held which clearly indicated to the PBL team that the mascot has been well received and is recognised by the school community.

Parent participation in school programs has been strongly supported. A number of parent and community forums were held, including the Early Learning forum and the PBL forum. Technology, literacy and numeracy workshops were presented to new parents as part of the Kindergarten Orientation program. These were well received and extremely popular with parents of Kindergarten students

Links were strengthened at crucial educational points of preschool and high school with the development and implementation of strategic, context based transition plans.

A number of new initiatives were introduced to support students' engagement and leadership development. These included the technology club, dance and marimba groups. The Student Representative Council continues to play an active role in our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM survey data indicates that 80% of parents agree that they are well informed	Community Consultation Funds \$238.00	Due to insufficient parent participation in the TTFM surveys no data was provided by The Learning Bar.
Attendance of 40 parents and professionals at early learning forums	Nil funds	Over the duration of the 2015–2017 school plan early learning forums were well attended, however, parent engagement in these forums continues to be an area requiring ongoing development.
Movement on the pre–school to Kindergarten transition matrix.	Nil funds	100% of parents who attended Kindergarten transition found the information sessions informative, relevant and enjoyable for them and their children.
Improvement in initial Best Start data	Nil funds	After the implementation of the pre–school language intervention program in 2016 there was little impact on Best Start data at the beginning of 2017 therefore the pre–school language intervention program was not continued.
School wellbeing policy ratified by all stakeholders	Nil Funds	The school wellbeing policy was ratified by all stakeholders and has been implemented across the school. Further refinements will be made in response to future identified areas of need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school core values are highly visible and identifiable in the school	RAM Equity – \$4 500.00	SET and Snackchat data at the end of 2017 indicated that 100% of respondents were able to locate and identify the school core values and mascot.
A PBL action plan based on SET, SAS and students and community data is implemented	Nil Funds	A PBL action plan was developed in response to student and community data, then strategically implemented to ensure the ongoing success of the school's PBL program.

Next Steps

Following the implementation of practices outlined in the 2015–2017 school plan, the next steps required to ensure effective community partnerships are to change the focus to Progressing Parent Engagement, which will form part of Strategic Direction 2 for 2018– 2020.

Strategic Direction 3 will include the following:

Positive Behaviour for Learning

Creating a safe, effective teaching and learning environment.

Wellbeing

School will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO 1.4 Elder in Residence 0.2 Resources \$94 965.00	An action plan was developed in consultation with Aboriginal elders and the Aboriginal Educational Consultative Group. This ensured cultural correctness was maintained for all Aboriginal programs. The school continued to employ an Elder in Residence who worked alongside an Aboriginal SLSO. They worked with Aboriginal students on a range of projects and incorporated Aboriginal culture through a variety of activities such as the Aboriginal Dance group and language groups. All Aboriginal students have a Personalised Learning Pathway developed in consultation with parents and students. Wingham Public School offered learning experiences that helped students recognise and respect their cultural identity and diversity. Students and community celebrated NAIDOC week with participation in a variety of activities which also involved performing for other local schools. Feedback from students, parents and the local Aboriginal community indicates that programs offered at Wingham Public School are inclusive, positive and engaging.
Low level adjustment for disability	SLSO \$49 580.00	The school facilitated adjustments through behaviour, medical and support plans. Tier 3 interventions were provided to identified students to ensure learning goals outlined within their plans were met. Academic progress was tracked every five weeks allowing flexibility in intervention planning and implementation. These students were monitored by the Learning and Support Team and key teaching personnel. School Learning Support Officers were employed to support students in both the school setting and to allow access to extra curricular activities such as sporting events and overnight excursions.
Quality Teaching, Successful Students (QTSS)	0.3 teaching entitlement	The Quality Teaching, Successful Students (QTSS) teaching entitlement was used for executive release. This enhanced professional learning practice in the school. Using evidence-based strategies, improvements in the quality of classroom teaching including collaboration, mentoring and reflective practice, have been evident. This has enabled more effective feedback between teachers, students and parents. Student progress has been more closely monitored and learning goals clearly established.
Socio-economic background	Intervention Teacher Learning and Support Teacher SLSO's Resources \$162 090.00	An instructional leader was funded to deliver professional learning and build the capacity of staff in delivering quality best practice pedagogy in the classroom. The role included: <ul style="list-style-type: none"> • Collaborative data analysis to support the teaching learning cycle. • Tiered intervention • Modelling best practice in classrooms • Mentoring for less experienced staff • Supporting technology in classrooms

<p>Socio-economic background</p>	<p>Intervention Teacher</p> <p>Learning and Support Teacher</p> <p>SLSO's</p> <p>Resources</p> <p>\$162 090.00</p>	<p>Socio-economic background funding was also used to employ an additional classroom teacher. The average class sizes were reduced to allow for more personalised pedagogy in all classrooms. To support students within classroom and playground settings School Learning Support Officers and a School Administration Officer were employed.</p> <p>The initiative of Positive Behaviour for Learning was supported by using Socio-economic background funding to purchase signage for the school's behaviour matrixes which are displayed throughout the school.</p> <p>A wide range of literary texts for use with students from Kindergarten to Year 6 were purchased. Other initiatives supported by this funding included cultural programs and the purchase of essential supplies for disadvantaged students.</p> <p>The combined impact of these strategies demonstrates the school's commitment to moving from Sustaining and Growing to Excelling in the three domains of Learning, Teaching and Leading as described by the</p>
<p>Support for beginning teachers</p>	<p>Support for Beginning Teacher funds \$17 438.00</p>	<p>The beginning teacher funding was used to allow one permanent and two temporary early career teachers two hours a week release from face to face teaching. An additional one hour release for the supervisor was provided ensuring they worked in consultation on the induction plan. The induction program had a balanced focus on school context, the classroom and the curriculum. Supervision records indicate that these three teachers have completed a successful school induction program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	163	170	166	177
Girls	131	150	157	150

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	95.8	93.4	94.7
1	92.2	93.8	95.5	94.2
2	93.6	94.1	93.9	94.6
3	93.7	92.6	94.1	92.4
4	94.4	93.7	92.5	94
5	94.7	94.6	93.7	93.7
6	93.2	95.5	95	93.1
All Years	93.7	94.2	93.9	93.8
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 at Wingham Public School has remained in close alignment with state figures in each grade and across the school over the last 4 years. Attendance remains positive with little variation with rates remaining above 93% over the same period.

Class sizes

Class	Total
KM	21
KL	20
K/1R	20
1/2F	22
1S	21
2P	21
2/3W	24
3C	28
4M	24
4C	24
5/6W	27
5/6P	25
5/6C	27
5S	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.59
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	3.02
Other Positions	0

*Full Time Equivalent

Wingham Public School does not have any teachers who identify as Aboriginal or Torres Strait Islander. An Aboriginal Learning and Support Officer is employed for Aboriginal students who require support in the classroom. He also delivers cultural sessions and is qualified to teach Gathung language. He is a Biripi elder. The school also employs an Elder In Residence to support cultural programs in the school.

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

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	408,511
Global funds	258,050
Tied funds	547,999
School & community sources	16,098
Interest	4,339
Trust receipts	2,623
Canteen	0
Total Receipts	829,109
Payments	
Teaching & learning	
Key Learning Areas	51,474
Excursions	1,164
Extracurricular dissections	49,622
Library	6,026
Training & Development	28,503
Tied Funds Payments	369,246
Short Term Relief	41,566
Administration & Office	54,573
Canteen Payments	0
Utilities	29,042
Maintenance	6,582
Trust Payments	2,623
Capital Programs	0
Total Payments	640,421
Balance carried forward	597,199

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	621,924
Appropriation	586,273
Sale of Goods and Services	0
Grants and Contributions	35,468
Gain and Loss	0
Other Revenue	0
Investment Income	182
Expenses	-317,477
Recurrent Expenses	-317,477
Employee Related	-232,794
Operating Expenses	-84,683
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	304,446
Balance Carried Forward	304,446

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	2,242,623
Base Per Capita	49,363
Base Location	5,711
Other Base	2,187,548
Equity Total	519,010
Equity Aboriginal	94,965
Equity Socio economic	296,021
Equity Language	0
Equity Disability	128,025
Targeted Total	60,130
Other Total	303,976
Grand Total	3,125,739

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.

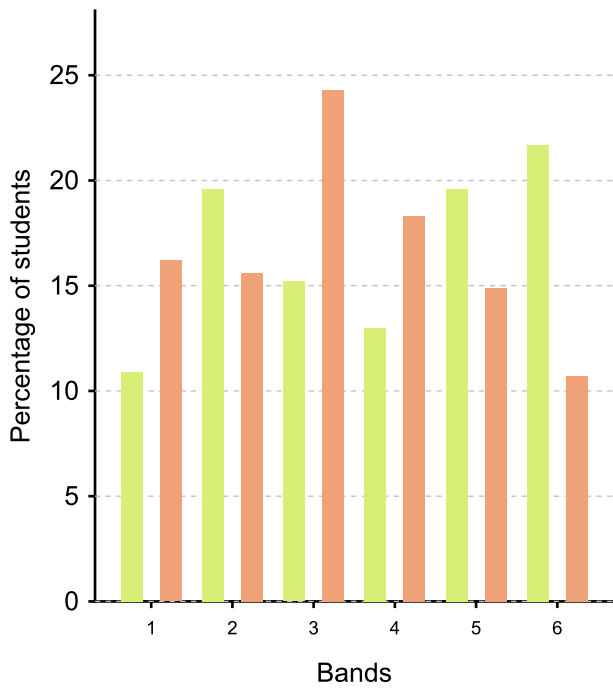
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

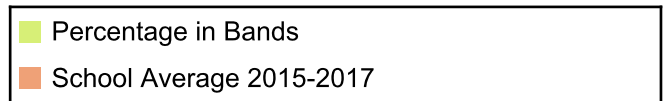
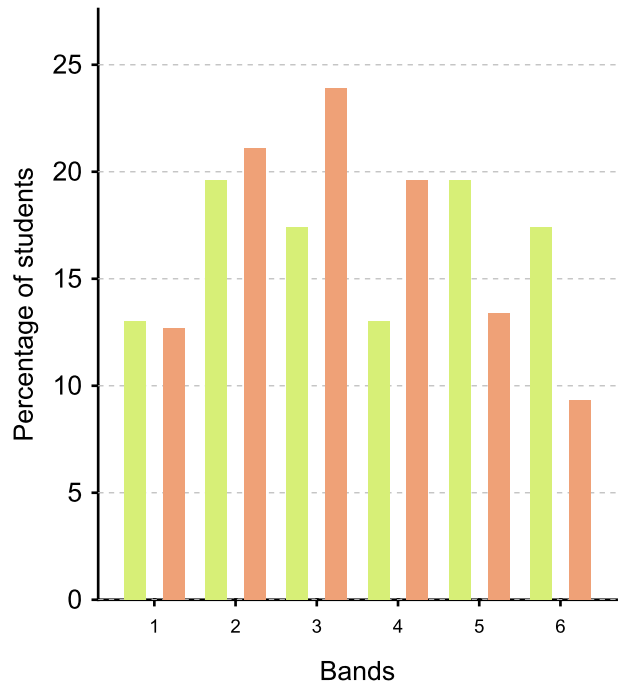
NAPLAN

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.

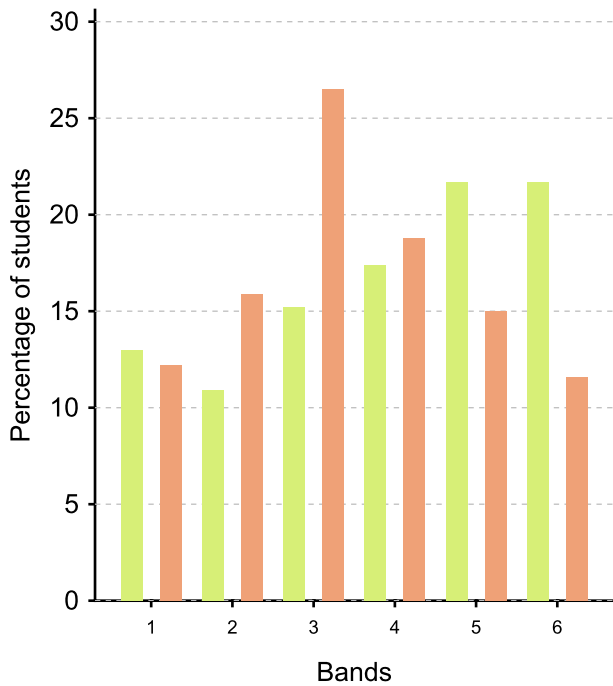
Percentage in bands:
Year 3 Grammar & Punctuation



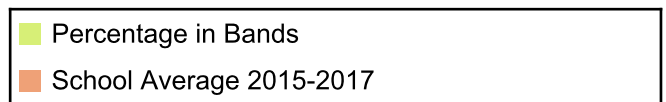
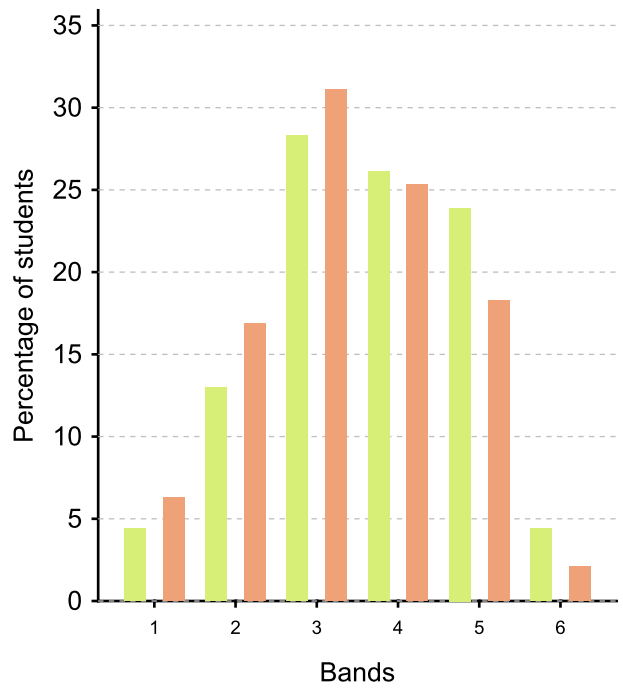
Percentage in bands:
Year 3 Spelling



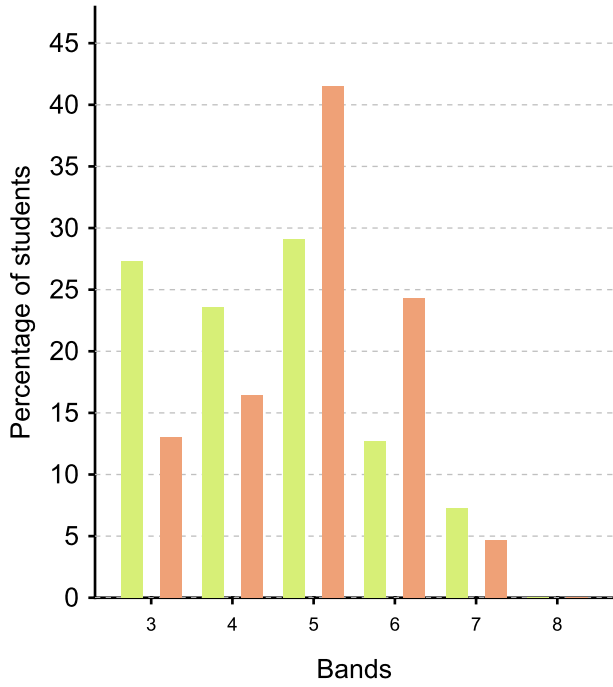
Percentage in bands:
Year 3 Reading



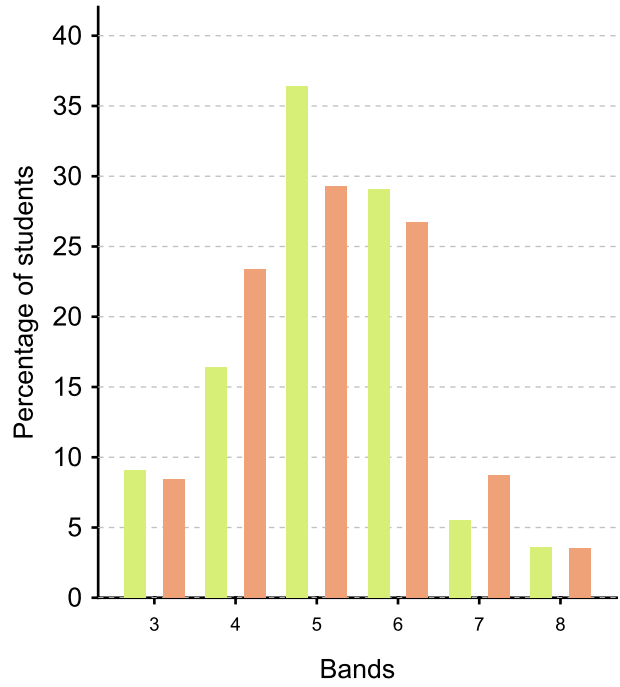
Percentage in bands:
Year 3 Writing



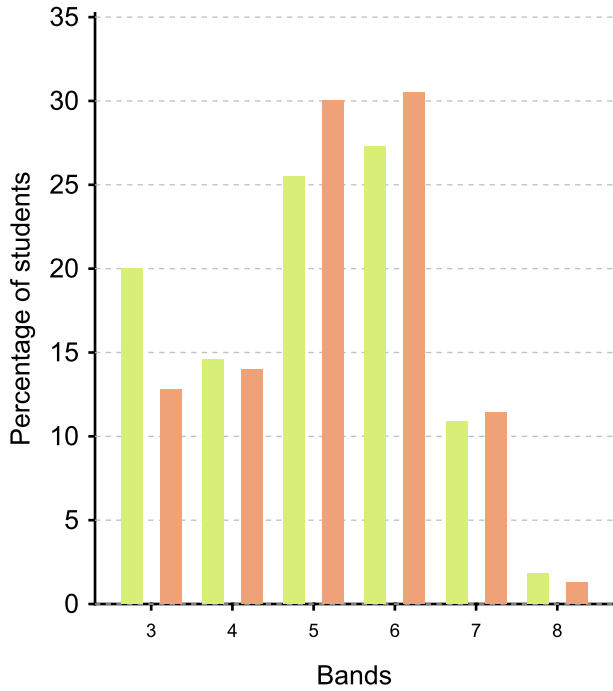
Percentage in bands:
Year 5 Writing



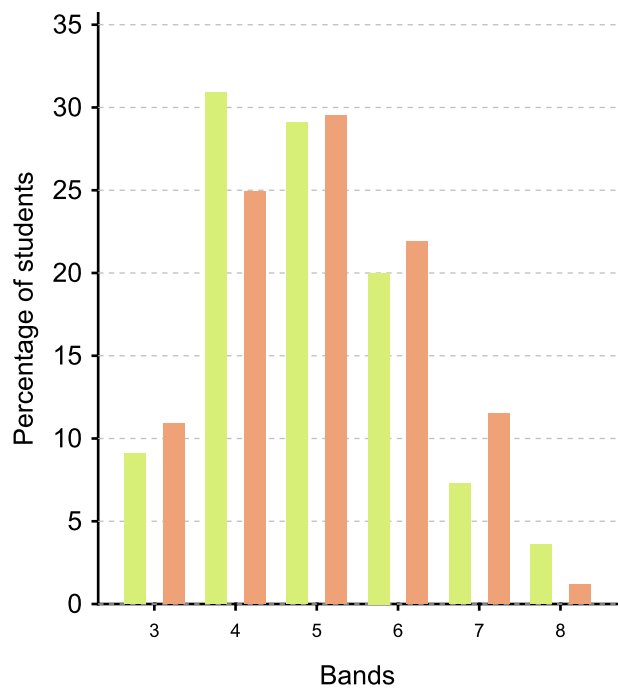
Percentage in bands:
Year 5 Reading



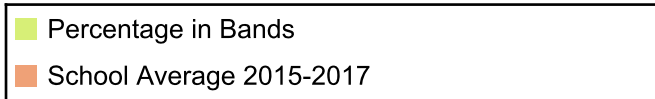
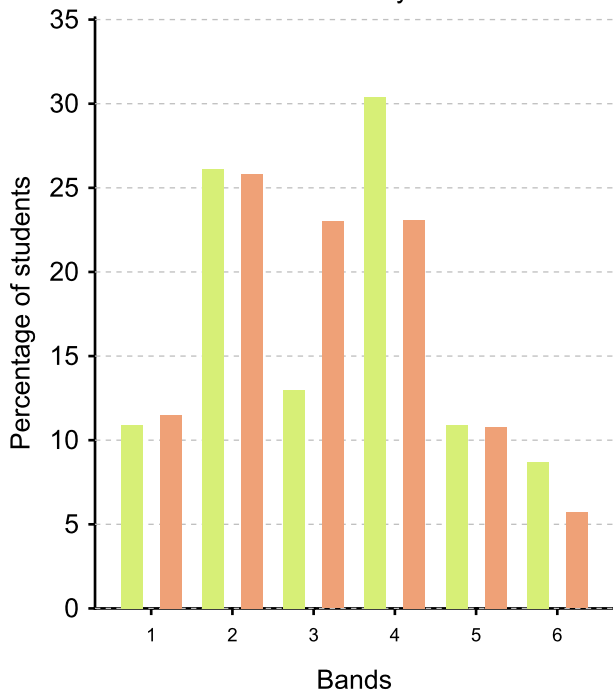
Percentage in bands:
Year 5 Spelling



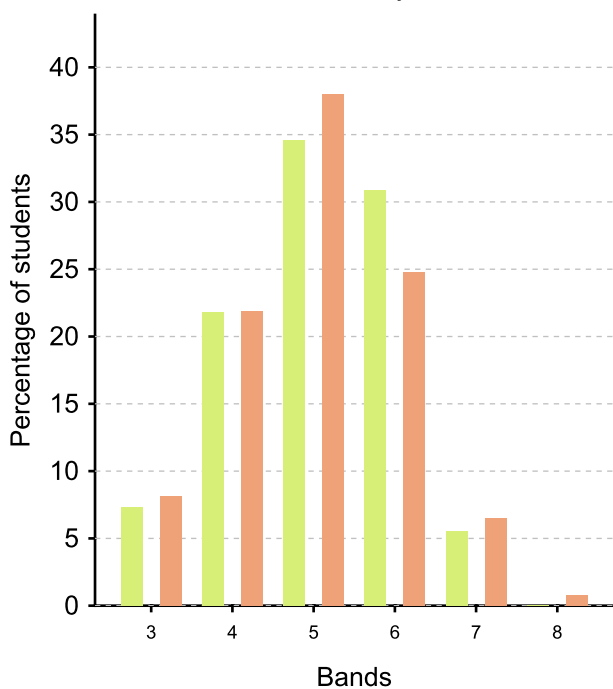
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 3 Numeracy



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.>

As part of the Premier's Priorities we are required to report on student performance for the top two NAPLAN

bands in reading and numeracy.

In Year 3 Reading 2017 43.4% of students were placed in the top two bands. 42.9% of Aboriginal students were placed in the top two bands.

In Year 3 Numeracy 2017 19.6% of students were placed in the top two bands. 14.3% of Aboriginal students were placed in the top two bands.

In Year 5 Reading 2017 9.1% of students were placed in the top two bands. 15.4% of Aboriginal students were placed in the top two bands.

In Year 5 Numeracy 2017 5.5% of students were placed in the top two bands. 7.7% of Aboriginal students were placed in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. A summation of their responses is presented below.

Student Perspective: In November over 130 students in Grades 4–6 participated in the Tell Them from Me Survey for Students. Their thoughts and opinions on a range of school related issues were sought. A summary of the results averaged across the 3 grades follows:

- 80% of students indicated that they have friends that they can trust and that encourage them to make positive choices
- 95% of students surveyed believed that schooling is useful in their everyday life and will have a strong bearing on their future
- 92% of students indicated that they try hard to succeed in their learning
- 89% of students in the school tried hard to succeed; the NSW government norm for these years is 88%. Within these results was the fact that 88% of boys agreed that they tried hard at school where the NSW government norm for this age group, for 2016, was 85%.

The responses from the Likert scale questions have been converted to a 10 point scale. The results are as follows:

- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. 8.1 out of 10
- In this school, students rated Rigour at 8.1 out of 10 Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Positive Teacher–Student Relations were rated at 8.3 out of 10.
- The school staff emphasises academic skills and hold high expectations for all students to succeed 8.5 out of 10
- Students feel that teachers are responsive to their needs, and encourage independence with a democratic approach 8.3 out of 10.

Parent Perspectives: Following the results of 2017

Tell Then From Me participation rates, a new approach to gauging community feedback was trialled The Snack Chat evening. Here, members of the school community were invited to share their responses to a range of strategically written questions. The responses were analysed, presented to staff and will be used during the writing of the 2018–2020 school plan. A 1–5 Likert Scale was used to gauge participant views about the evening with 100% giving the event a rating of 4 and above.

Teacher Perspectives: In 2017, teachers at Wingham Public School participated in the Focus in Learning Self–Evaluation Survey. Again, responses from the Likert scale questions have been converted to a 10 point scale. Overall, the 2017 data indicates a greater emphasis on teaching and learning and less on management and organisational aspects of teaching in general. A summary of the results follows:

- I strive to understand the learning needs of students with specific needs 8.6 out of 10
- Assessments help me to understand where my students are having difficulty 8.8 out of 10.
- When I present new concepts, I try to relate it to previously mastered skills. 8.6 out of 10

Policy requirements

Aboriginal education

Wingham Public School received funding for students identified as being of Aboriginal or Torres Strait Islander (ATSI) background. The following activities and support were planned and implemented by the Aboriginal education team to cater for the school's 57 Aboriginal students:

Employment of an Aboriginal Student Learning Support Officer for 4 days per week to support the specific learning needs of ATSI students in classrooms across the school.

Employment of an Elder in Residence to provide an Aboriginal cultural program focused on the Biripi nation.

Continuation of Aboriginal cultural programs across the whole school for all students.

Ongoing development of both boys and girls dance groups for students in Years 3–6.

Creation of Aboriginal artwork, in collaboration with the wider community, as part of NAIDOC celebration.

Organisation and presentation of NAIDOC assembly, featuring music, dance and Gathung language.

Multicultural and anti-racism education

Wingham Public is a school that promotes an inclusive learning environment. There is a trained Anti–Racism Contact officer (ARCO) who provides a contact point for racism issues involving students, staff, parents and community. In 2017 one report of racism was received and managed by the ARCO.

Wingham Public School celebrated multiculturalism by incorporating multicultural perspectives in the various Key Learning Areas, most notably English and History. Students were exposed to key features of other cultures and developed a deeper understanding and appreciation of different cultures. Harmony Day was celebrated by students participating in a range of activities including traditional costume, public speaking and culinary experiences.