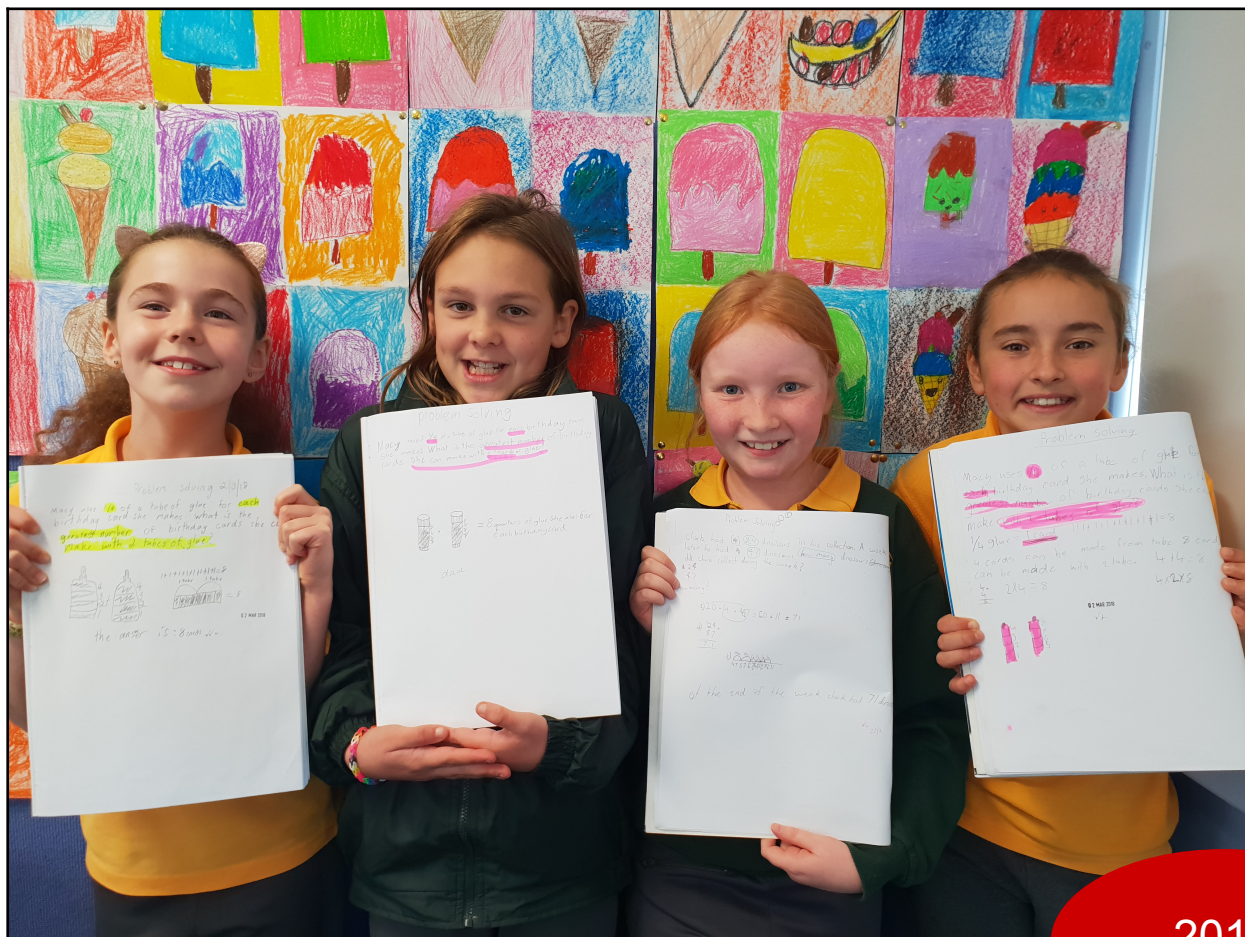


North Wagga Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of North Wagga 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.

Mandy Crocker

Principal

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School background

School vision statement

North Wagga Public School strives to be a learning community with a strong positive culture that emphasises academic, professional and personal development and strong engagement among students, teachers and the leadership group.

In building our learning community we remain focused on:

- Ensuring everyone learns;
- High expectations;
- A culture of collaboration for school improvement; and
- Results to determine our effectiveness.

We are committed to addressing the cognitive, emotional, social, physical and spiritual wellbeing of all students, ensuring we continue to foster an enabling school environment where everyone connects, succeeds and thrives.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 270 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

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

North Wagga Public School is extremely proud of its positive learning culture. It is not by coincidence that the School's Strategic Directions are aligned to the School Excellence Framework Domains. Not just through the External Validation process, but every day, we know that students, staff, leaders, families and the wider North Wagga Community all have vital roles in ensuring we meet our strategic directions.

We want, and expect, our learners to develop foundation skills in Literacy and Numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens. The excellence statements within the School Excellence Framework domain of Learning serve as our success criteria.

Across the elements of Learning, through External Validation, the school has determined on-balance judgement as follows:

- Learning Culture (Excelling)

- Assessment (Delivering)
- Wellbeing (Sustaining and Growing)
- Reporting (Sustaining and Growing)
- Curriculum (Excelling)
- Student Learning Performance (Delivering)

Across the domain of Learning we remain focused on students being actively engaged in their education with equal amounts of support and challenge. There is school wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Our focus on student wellbeing means nurtured, positive and respectful relationships underpin all interactions within the school and contribute to a productive and high achieving learning community.

Significant Professional Learning has occurred with staff around personalisation and differentiation. Knowing what a student requires with their point-of-need instruction, and providing effective feedback, assists in students being catered for across all their diverse needs. A hand-in-hand approach to empowering students to be able to re-articulate their own learning intentions, with proper coaching and support, ensures we are constantly developing confident and creative students, who are developing personal resources for future success and wellbeing.

The Leadership Team takes the view that building staff capacity and embedding deep knowledge around the provision of curriculum to all learners, equips the staff to address student learning across all cohorts. High expectations around quality teaching, practice that meets those expectations, and a vigilance around checking and monitoring for effectiveness, means that student learning is enhanced.

The Premier's Priorities around Education are also our priorities. To this end, Professional Learning initiatives in Reading, Writing and Working Mathematically (with a school-wide emphasis on Newman's Analysis) are successfully embedded into classroom practice.

Teaching

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

Our teachers share a responsibility for student improvement. They fully commit to Professional Learning around the most effective and explicit teaching methods and their application in the classroom. The teachers of North Wagga Public School understand that their Professional Learning is not centred around the students in just their current classrooms, but rather, it is to build their capacity across any classroom, any cohort, on any day, or year.

Across the elements of Teaching, through External Validation, the school has determined on-balance judgement as follows:

- Effective Classroom Practice (Sustaining and Growing)
- Professional Standards (Sustaining and Growing)
- Data Skills and Use (Sustaining and Growing)
- Learning and Development (Excelling)

Across the domain of Teaching, we remain focused on consolidating our recent and current Professional Learning to ensure it is making a difference at the classroom level around improving student-learning outcomes. Additionally, the regular monitoring and analysis of data assists us in identifying emerging student needs, and by extension, potentially determining future directions around new Professional Learning.

Systemically, ongoing and new Professional Learning around the Literacy and Numeracy Progressions, their embedded links with syllabus documents, and student tracking software PLAN2/ALAN is a school priority as we continue with the implementation of the Literacy and Numeracy Strategy 2017–2020.

Our school priorities continue to be related to data skills and use. We know our teachers are very effective at collecting data, however, the ability to understand the data, analyse it and ensure that teachers are able to then take the correct course of action in the classroom at the student level is essential to our focus.

A school-wide focus on new approaches to assessment will also have a causal effect on data skills and use. As our teachers develop their skills with the evidence-based Literacy and Numeracy Progressions, create assessments aligned to the progressions, and map students Literacy and Numeracy development K–6, a much greater emphasis on data use in cyclical planning for ongoing improvement will emerge.

Leading

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

Self-sustaining and self-improving school communities do not create themselves. Therefore, to ensure we fulfil our

purpose of achieving such, the Leadership Team consistently drives a high-performance culture, clearly focused on student progress and achievement, and high quality service delivery.

Across the elements of Leading, through External Validation, the school has determined on-balance judgement as follows:

- Educational Leadership (Sustaining and Growing)
- School Resources (Excelling)
- School Planning, Implementation and Reporting (Sustaining and Growing)
- Management Practices and Processes (Sustaining and Growing)

In schools that excel, the Principal is the primary Instructional Leader (SEF p.12) This statement aligns directly with the Principal Standard: Leading Teaching and Learning. The School Excellence Framework, the Leadership Profiles and the Australian Professional Standard for Principals drive the leadership practice at North Wagga Public School. There is significant and strategic focus on developing the skills of all the Leadership Team to model Instructional Leadership, support and collectively drive a culture of high-expectations and community engagement.

School Planning, implementation and reporting has to be purposeful. The School Plan acts as our blue-print towards continuous improvement. It is well conceived in that it continually builds on our strengths and addresses our identified areas for development. Reporting on our achievements is viewed as the opportunity to celebrate how far we have come in each twelve-month cycle.

Allocation of resources, both physical and human is strategically planned to ensure improved student outcomes. Additionally, the Leadership Team remains responsive to emerging needs which might unexpectedly need addressing, always ensuring we maintain high-quality service delivery.

The full deployment of all Learning Management and Business Reform (LMBR) systems has, understandably, raised challenges across administrative systems and processes in the school over the past 12–18 months. The introduction of the new HR SAP Payroll system will round off the changes to the administrative systems and processes.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Learning: Robust, Strong, Deep and Adaptable.

Purpose

Learners will develop foundation skills in literacy and numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens.

Overall summary of progress

Learning is the central focus of all that occurs at North Wagga Public School. Students learn best when they are present and expected to succeed. Families provide the best support when we have respectful, honest conversations with them about the best ways they can support their child educationally, and teachers perform best when high expectations around their practice and overall professionalism are integral to our school culture.

Knowing students, how they learn and what is needed to enhance their learning outcomes, are the ongoing professional practice conversations that prevail at our school. Collecting data, analysing it at the student, class, stage and school level determines our focus for both teaching and learning, as well as our school's strategic direction goals. Monitoring progress determines **our effectiveness** at meeting the needs of students.

Our work with students and their families extends beyond the scholastic years of Kindergarten and Year Six. A preparedness for learning and change enhances the opportunity for success across all contexts. We work in partnership with families, Early Learning Providers and Secondary Schools to ensure we have a shared purpose in supporting students' transitions. We continue to monitor Year 7 external data to determine the effectiveness of our teaching and learning programs.

Our thorough analysis of NAPLAN allows us to identify and target students who required tiered intervention to target their areas of deficiency. It also sees us interpreting data longitudinally to determine trend data around success and areas for improvement at both the whole school level as well as the student level.

Significant time and Professional Learning has gone into teachers developing their professional capacity to understand and apply knowledge around internal and external measures against syllabus standards. The teachers are led to make consistent and valid judgements around student progress and achievement on external measures, ensuring there is consistency with progress and achievement on internal assessments. Ideally, we strive for teachers to be able to look at the NAPLAN assessment package, and make accurate predictions around how individual students will have performed, and for that judgement to corroborate with official reporting from ACARA.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Increase the proportion of students achieving proficiency to 40% (NWPS Bump it Up Goal) | QTSS Allocation RAM Equity Loading from SBAR | A strong emphasis on personalised learning through differentiation, learning intentions and success criteria has resulted in explicit teaching methods across all classrooms. In turn this has flowed through to students who are now very active in their learning, with developing understanding around how they can improve. Our percentage of students in the top two bands of NAPLAN has risen to 41%. |
| Increased attendance to above 96% reflecting improved levels of student wellbeing and engagement. | RAM Equity Loading from SBAR | Significant changes to the processes around attendance monitoring have occurred across all areas of the school. Classroom teachers have worked more closely with families to ensure absences have been justified in a timely manner, the Leadership team has worked closely with the Learning Support Team to monitor whole-school attendance tracking. The overall attendance at the school has risen to 94%. |

Next Steps

Good practice and process is in place to continue demonstrating and pulling all the aspects of a positive learning culture together. However, the opportunity to deepen our professional knowledge and consolidate Professional Learning is always needed. Our school community is not static. It is an ever-changing dynamic community, and if we are to remain on the front foot, we must continue to be ready to understand difference and deliver quality teaching and learning programs to all within our learning community.

The Leadership Team has been working on developing common assessment tasks, delivered across stages to monitor and evaluate student progress, as well as learning delivery. They will now guide their stage teams to create similar assessments. A review of assessment practices across the school has identified the need for an updated North Wagga Public School Assessment Policy and Procedure document to guide consistent practice into the future.



Strategic Direction 2

Quality Teaching: Evidenced-based, Personalised and Focussed.

Purpose

Teachers will have a shared responsibility for student improvement and a transparent, evidenced-based learning culture.

Overall summary of progress

North Wagga Public School is always working towards excelling as a self sustaining, self improving school community. Professional Learning is strategically planned in response to student performance data, advancing the School Plan, alignment with the Australian Professional Standard for Teaching and the Performance and Development Process.

The Professional Learning at our school is not just high quality, but also effective in that it alters classroom practice, builds on inquiry and knowledge cycles, and provides staff with time to consolidate learning, therefore strengthening capacity across our school. Explicit systems in place around collaboration and feedback ensure enhancing the quality of the teaching practice at the school is paramount.

North Wagga Public school enjoys strong collaborative ties with other schools for the purposes of interschool Professional Learning. We take both the lead and participant role depending on the focus of the learning. Since gaining accreditation at the Proficient level, a small group of pre 2004 teachers has indicated a desire to gain accreditation at Highly Accomplished or Lead

Our teachers, even at different career stages, are all committed to demonstrating and implementing the most explicit teaching methods. They continually seek advice on best practice and opportunity on feedback of their practice. Lesson planning at the school is responsive to learner's needs. Our teachers ensure learners "hit the ground running" each year with effective practice around handover. Strong measures are in place to avoid a "summer set back" as teachers plan learning that "goes from the known". A schoolwide approach to high expectations around classroom management is evident in learning environments that are well managed.

Our School Plan reflects a strong theme of active learning by all students. This is based on students having a clear understanding of what they need to demonstrate to reflect their growth. Student errors and misunderstandings are addressed quickly in the pursuit of mastery.

Collecting data provides the school with a "big picture" understanding of its effectiveness. We rely on data from students, families and each other to determine our immediate, short term and longterm focus.

It is easy to collect data, however, developing staff to be able to understand, interpret and analyse data so that it can effect change needed in professional practice at the student level, is the ongoing focus of the Leadership Team.

Each Stage Supervisor has previously met with the Principal to discuss student progress and achievement data and analysing data to determine mismatches. These "data talks" facilitate dialogue around consistent and comparable judgements, students who are "on track", "off the boil" and "targeted". They have allowed each Stage Supervisor to take those discussions back to their stage teams. More recently, Stage Supervisors have started to work with each other, with one leading the other, prompting for insights into what the data is saying around student learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| One hundred percent of teachers are tracking students on the Literacy and Numeracy Progressions using validated work samples which are aligned with success criteria, learning intentions and student data. Planning and programming reflects this alignment. | Professional Learning 2018 Allocation: \$ 20201 Additional carried forward budget: \$6455 Total: \$26656 | Assessment practices have been redesigned to allow greater, more authentic tasks to be implemented across the school in relation to both reading and writing. Explicit articulation of learning intentions and success criteria for assessment tasks has matched everyday classroom practice, This has resulted in writing work samples that have been utilised for professional learning, with teachers matching samples to the creating texts |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| One hundred percent of teachers are tracking students on the Literacy and Numeracy Progressions using validated work samples which are aligned with success criteria, learning intentions and student data. Planning and programming reflects this alignment. | | part of the Literacy Progression. These new approaches are well documented in teachers' programs. |
| One hundred percent of teachers are engaged in Professional Learning on the use of the Literacy and Numeracy Progressions. | See costings detailed above | All of our teachers have been learning about the Literacy and Numeracy progressions. To date, a greater emphasis has been on the Creating Texts within the Literacy Progression. Ensuring strong links are in place with the Syllabus standard has provided a strong base for professional learning. Additional emphasis on the Numeracy Progressions will be a focus in 2019. |
| All teachers are using work samples to validate decisions around students are tracking on the progressions. | See costings detailed above | Utilising our own students' work samples when tracking students on the progressions has brought a whole new level of relevance and significance to the professional learning. Teachers have been able to articulate to their colleagues the background of the student, the teaching and the support in place to assist the student with their response. It has resulted in a much more thorough analysis of the work samples. |
| School data from internal assessment practices correlates with student achievement in external measures. | See costings detailed above | Teachers have spent time analysing NAPLAN assessment packages to predict how their students might perform given the content and concepts presented in the assessment. Predicting how students might perform and then comparing this to actual results has allowed staff to determine the extent to which our internal assessment measures correlate with the results from external sources. |

Next Steps

The school will continue to consolidate the Professional Learning focus, with particular emphasis on innovative approaches to Literacy and Numeracy. The school will seek networklevel support for those wishing to work towards accreditation at the higher levels.

Collaborative planning across the school varies from stage to stage. The school will be working to strike a balance between ensuring programming and delivery is reflective of personalised learning needs, whilst at the same time fostering programming collaboration within and across each stage.

The school will continue to identify, target and support teachers who seek to gain accreditation at Highly Accomplished and Lead Level. Inversely, those teachers who do not wish to seek higher accreditation will be supported to fulfil their PDPs and maintain their performance at the Proficient Level.



Strategic Direction 3

Quality Leadership: Reflective, Instructional, Supportive and Responsive

Purpose

Leaders will enable a self-sustaining and self-improving community that will continue to support a school-wide culture pursuing the highest levels of learning, development and success.

Overall summary of progress

There has been significant adjustment to administrative systems, structures and processes over the past 1218 months as the school has implemented all changes under the Learning Management Business Reform (LMBR). This has been a challenging time around managing the change whilst ensuring we maintain a high level of service delivery and community satisfaction.

Additional challenges have been forced on us systemically as budget tools for Staff and Financial Planning have changed, however, we remain committed to learning to use the tools effectively to ensure our SBAR, under the Resource Allocation Model, is used to maximum effect to improve the student wellbeing, learning outcomes and maintain the school's commitment towards school excellence.

It is widely recognised that with the growing amount of administration and managerial aspects of leading a school, the ability for the Principal to be the sole Instructional Leader is challenging. For this reason, all school leaders at North Wagga Public School are focused on Instructional Leadership, with the Principal guiding the development of the executive.

There are some delegations in place around administration and management, which allows the Principal to maintain focus on Instructional Leadership. The Principal continues to work extensively with the executive team around a shared purpose in relation to the school vision, fostering a sense of urgency and high expectations across the school, creating a collaborative culture focused on student needs, and engaging the community.

There is significant communication around the School Plan to our entire school community. Staff understands what they need to do to help us achieve our strategic goals, the Leadership Team continually establishes timelines and processes around tasks that need to be adhered to within stage teams, and across the school. The Principal regularly updates the P & C on the progress of the plan and asks for feedback on processes.

The alignment between our student performance data, resourcing, Professional Learning, staff allocation and funding drives our planning and reporting cycles at the wholeschool level. Our school vision and strategic directions are evident in all our school activities.

The Leadership Team is always focused on what and who is needed to best meet the needs of the learners. Teaching staff and targeted students are matched around a "best fit" approach. School Learning Support Officers (SLSOs) have semifluid timetables that allow them to be responsive to student needs.

North Wagga Public School enjoys wonderful facilities in beautifully maintained grounds. It is, however, very rare to have approaches from the community around the formal use of our facilities. Infrequently, parents will approach to use the school grounds to coach a sporting team that usually comes together on the weekend for competition, external to the school. These requests are always accommodated provided Working with Children Checks are in place.

Long term financial planning is in place, as well as rigorous monitoring of budgets and planning tools to ensure money intended for current students is utilised in the most effective of ways to enhance learning outcomes for all.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| The Leadership team, collectively and individually all develop skills in Instructional Leadership, being the drivers of a high performance culture, clearly focused on student progress and achievement, and high quality | School Development Days Executive Planning Days Executive Meetings | Through a shared focus with QTSS areas across the school, all members of the leadership team have been able to develop competencies in Instructional Leadership that has enhanced the works of their respective teams. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| service delivery. | | Through a shared focus with QTSS areas across the school, all members of the leadership team have been able to develop competencies in Instructional Leadership that has enhanced the works of their respective teams. |
| A growing proportion of the teaching staff (including specialist teachers) have attained, or in the process of accreditation at Highly Accomplished or Lead teacher professional standards. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation. | School Development Days Staff and stage meetings | <p>Whilst a significant proportion of the teachers are performing above the proficient levels within the teaching standards, a reduced amount of teachers have indicated an intention around accreditation at the higher levels.</p> <p>A commitment to providing in-school time, to fully investigate the higher levels and collect evidence will be needed for teachers to feel they have the adequate support from the Leadership team to pursue this process.</p> |

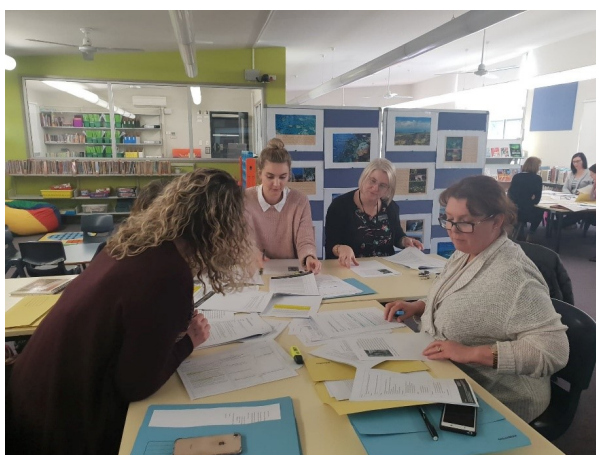
Next Steps

The first year of a new school plan brings about change and a refocus on what needs to be done as we strive for continuous improvement. With new process and procedures, time is needed to embed new practice, and then time is needed for consolidation.

The school will continue to consolidate the Professional Learning around Instructional Leadership for all executive staff. The ability to effectively lead stage teams, whilst considering a wholeschool view is essential in the development of educational leaders.

The school will also continue to maintain a certain degree of fluidity around resource allocation so that assurances are in place that as needs emerge, they are addressed and supported.

Consolidating learning around the planned changes to HR SAP Payroll to ensure there is an interruptionfree continuity to our pay and leave systems will also remain a priority, as will learning around the use of the eFPT in SAP Finance.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | <p>\$14343 (2018 resource)</p> <p>An additional \$10368 was utilised from carried forward funds.</p> <p>Total expended: \$24711</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 000.00) | <p>All Aboriginal students have had Personal Learning Pathways (PLPs) collaboratively designed by teachers, student and families. Participation in the Ngara Wumara Research project aimed at Improving outcomes for gifted and high-ability Aboriginal Students returned high levels of participation and professional learning from targeted staff.</p> <p>A mid-year review of each PLP has ensured they have held currency throughout the whole year. This has been monitored by the Leadership Team in conjunction with classroom teachers and the Learning Support, additionally supported through QTSS allocation.</p> |
| Low level adjustment for disability | Within RAM Equity Funding of \$135523 | Funds were used for Teacher Professional Learning and to employ School Learning Support Officers to assist in classrooms with Literacy and Numeracy. |
| Quality Teaching, Successful Students (QTSS) | 0.458 Teaching Allocation | This staffing allocation was used and supplemented by Global Funds for classroom observations around best practice and inspired learning programs. Feedback to teachers was revised and enhanced by the development proforma with links to the Australian Standards for Teachers. |
| Socio-economic background | Within RAM Equity Funding of \$135523 | Funds were used for Teacher Professional Learning and to employ a SLSO to assist with reading intervention in K – 2. Ongoing intervention processes were monitored by the Learning Support Team. |
| Support for beginning teachers | <p>\$13786 (2018 resource)</p> <p>An additional \$15536 was utilised from carried forward funds.</p> <p>Total expended: \$29322</p> | <p>Beginning teachers were supported with additional release time as well as extra time when high-end school processes around assessment and reporting were required.</p> <p>Support also extended to beginning teachers who were in the process of gathering collating and organising their evidence in preparation for accreditation.</p> |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 130 | 140 | 143 | 147 |
| Girls | 122 | 129 | 123 | 118 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.1 | 95.5 | 95.8 | 95.6 |
| 1 | 95.4 | 93.8 | 95.9 | 94.6 |
| 2 | 93.3 | 92.1 | 95.7 | 93.9 |
| 3 | 94.3 | 95.1 | 95.8 | 93.3 |
| 4 | 95.4 | 92.4 | 94.9 | 93.3 |
| 5 | 96.5 | 94.4 | 94 | 94 |
| 6 | 94.9 | 95 | 92.9 | 92.4 |
| All Years | 95 | 94 | 95 | 93.8 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

The school regularly monitors student attendance and has implemented a number of measures to support students and families when attendance is of concern. In addition to phoning the school or writing a note, families can also use the school app to inform the school of a child's absence. If a child returns from an absence without providing a reason, the teacher will send home an attendance slip for parents to fill in. If, after seven days, this slip has not been returned, a letter from the Leadership Team is sent home seeking a reason for the student's absence. If a student's attendance falls below 85%, the Principal sends a letter to the family, pointing out the student's attendance rate, and offering support to the family.

The Home School Liaison Officer is integral to supporting the school assist families who require additional monitoring or support through Individual Attendance Plans.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9.42 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 2.47 |

*Full Time Equivalent

In 2018, 15% of the whole workforce was Aboriginal. Twenty-seven percent of classroom teachers were Aboriginal.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 9 |

Professional learning and teacher accreditation

The majority of professional learning is strategically linked to the School Plan and targeted towards developing teacher capacity in literacy and numeracy to identify and systematically promote the most effective strategies to improve student engagement and increase student achievement.

In 2018, all staff attended professional learning activities focused on building teachers' understandings of effective teaching strategies. Focus areas included:

- Learning Intentions

- Success Criteria
- Formative Assessment
- Effective Feedback
- Validity of Student Work Samples against the A–E Scales, Continuums and Progressions.

Writing in the Middle Years continued to be a focus for all staff, aimed at building student achievement and engagement in the writing process across the entire school. Early Stage 1 and Stage 1 teachers continued their focus on L3 training, with additional staff attending training throughout the year. To enhance teacher understanding of student achievement in reading, staff further developed capacity in implementing Inventory Prose individualised reading and comprehension testing for students in Stage 2 and 3.

In Numeracy, the school continued its focus on developing teachers' capacity to effectively teach problem solving strategies to students using Newman's Error Analysis. Staff continue to develop a deeper understanding of utilising data more effectively to inform teaching and learning programs.

Beginning teachers were supported in completion of Teacher Accreditation, seeking accreditation at a Proficient Level. Pre-2004 teachers were transferred to the new accreditation system, and preliminary discussions were had with those who communicated aspirations around accreditation at the higher levels of Highly Accomplished and Lead. Ongoing Professional Learning activities in developing teachers' deep understanding of effective teaching and assessment strategies in all areas remains a continued focus.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 263,854 |
| Revenue | 2,611,698 |
| Appropriation | 2,514,282 |
| Sale of Goods and Services | 2,293 |
| Grants and Contributions | 92,510 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 2,613 |
| Expenses | -2,572,341 |
| Recurrent Expenses | -2,572,341 |
| Employee Related | -2,341,073 |
| Operating Expenses | -231,268 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 39,357 |
| Balance Carried Forward | 303,211 |

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

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1,982,216 |
| Base Per Capita | 51,436 |
| Base Location | 2,362 |
| Other Base | 1,928,418 |
| Equity Total | 149,866 |
| Equity Aboriginal | 14,343 |
| Equity Socio economic | 35,320 |
| Equity Language | 0 |
| Equity Disability | 100,203 |
| Targeted Total | 51,334 |
| Other Total | 228,548 |
| Grand Total | 2,411,965 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 NAPLAN data from 2018 indicated that:

- Eighty-seven percent of our students performed in band three or above in **Reading**. Thirty-five percent of students scored in the top two bands.
- Ninety-one percent of our students performed in band three or above in **Writing**. Forty percent of students scored in the top two bands.
- Eighty-five percent of our students performed in band three or above in **Spelling**. Thirty-nine

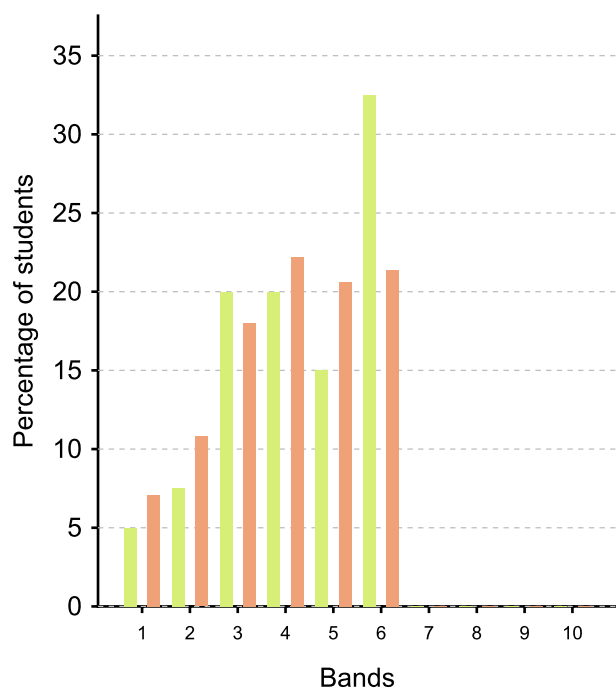
percent of students scored in the top two bands.

- Eighty-three percent of our students performed in band three or above in **Grammar and Punctuation**. Forty percent of students scored in the top two bands.

Year 5 NAPLAN data from 2018 indicated that:

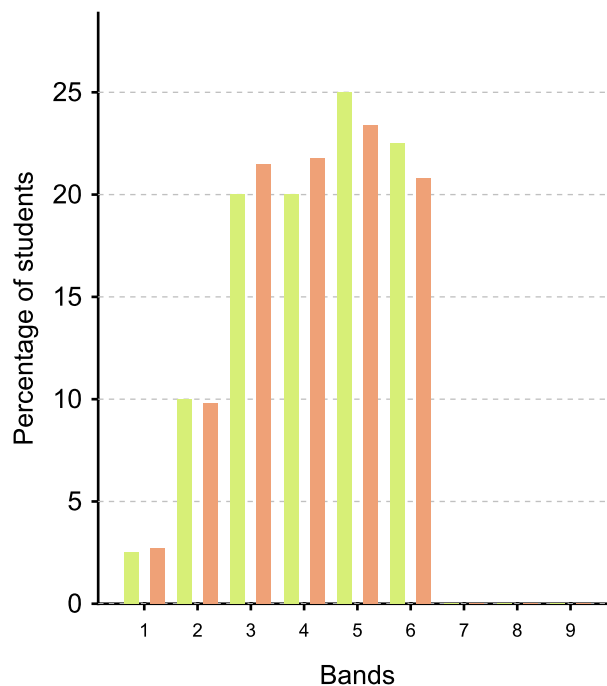
- Eighty-one percent of our students performed in band five or above in **Reading**. Thirty-one percent of students scored in the top two bands.
- Eighty-six percent of our students performed in band five or higher in **Writing**. Eleven percent of students scored in the top two bands.
- Eighty-seven percent of our students performed in band five or higher in **Spelling**. Twenty-two percent of students scored in the top two bands.
- Seventy-nine percent of our students performed in band five or above in **Grammar and Punctuation**. Twenty-two percent scored in the top two bands.

Percentage in bands:
Year 3 Grammar & Punctuation



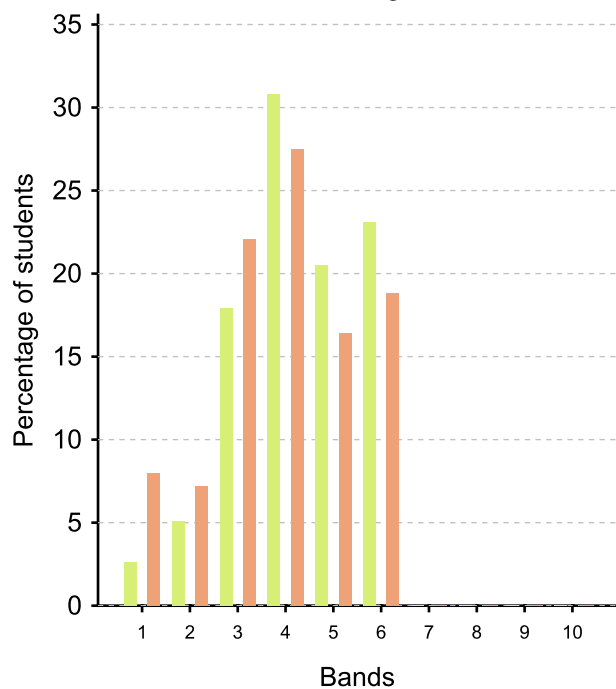
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



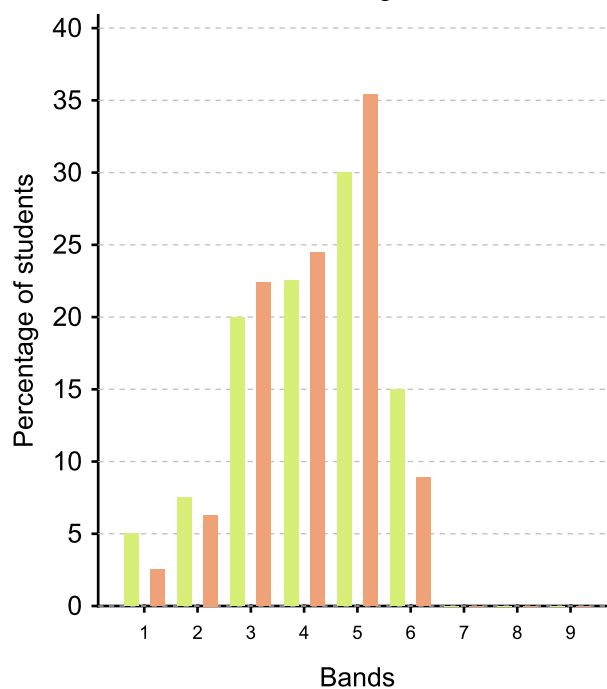
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



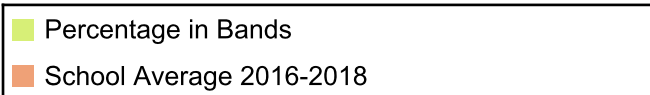
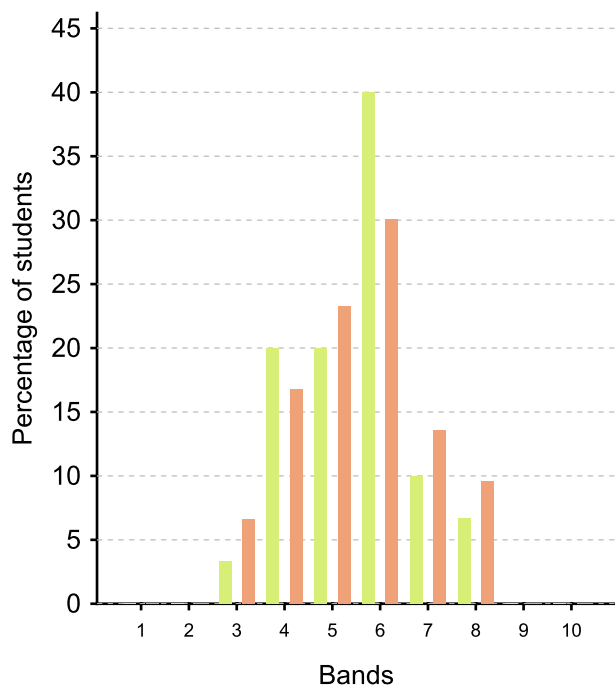
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

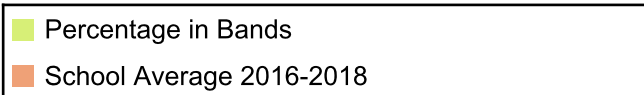
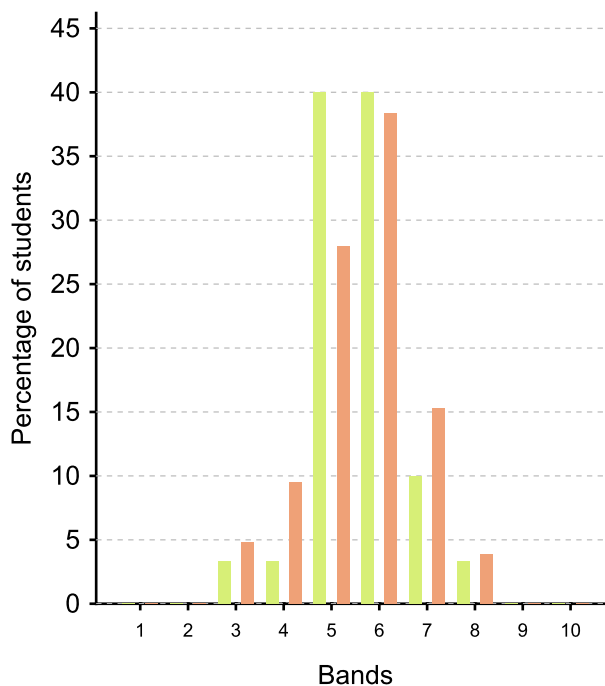


Percentage in Bands
School Average 2016-2018

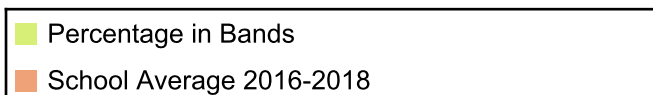
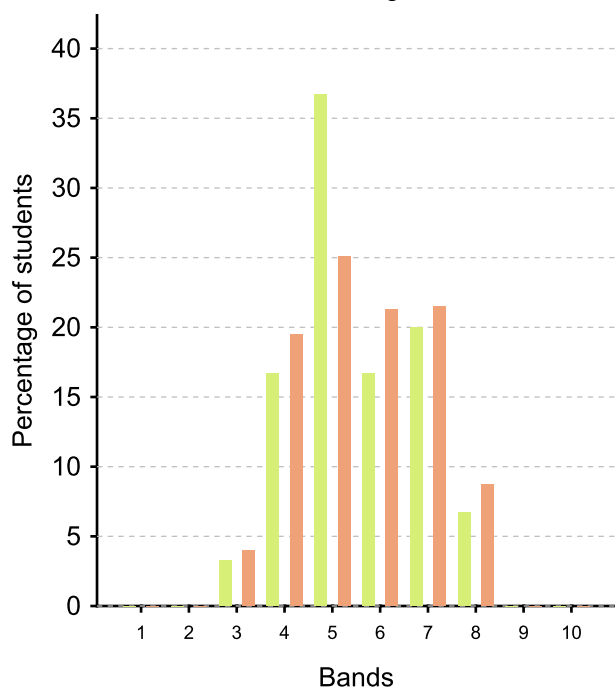
Percentage in bands:
Year 5 Grammar & Punctuation



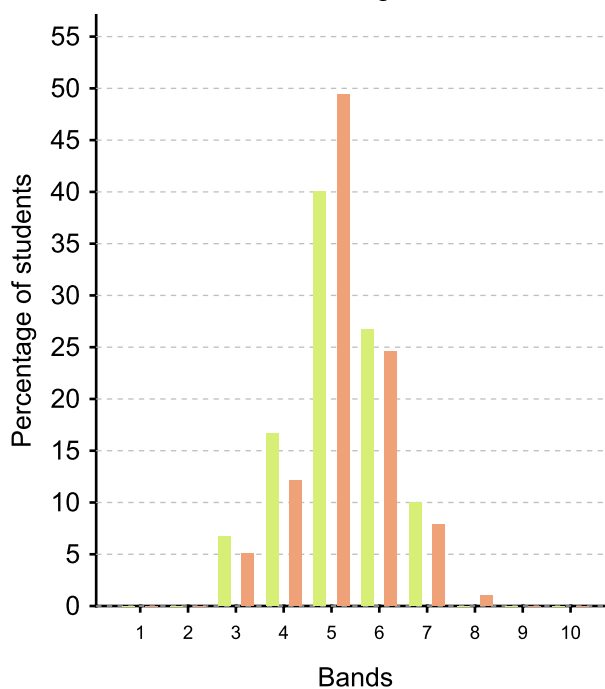
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



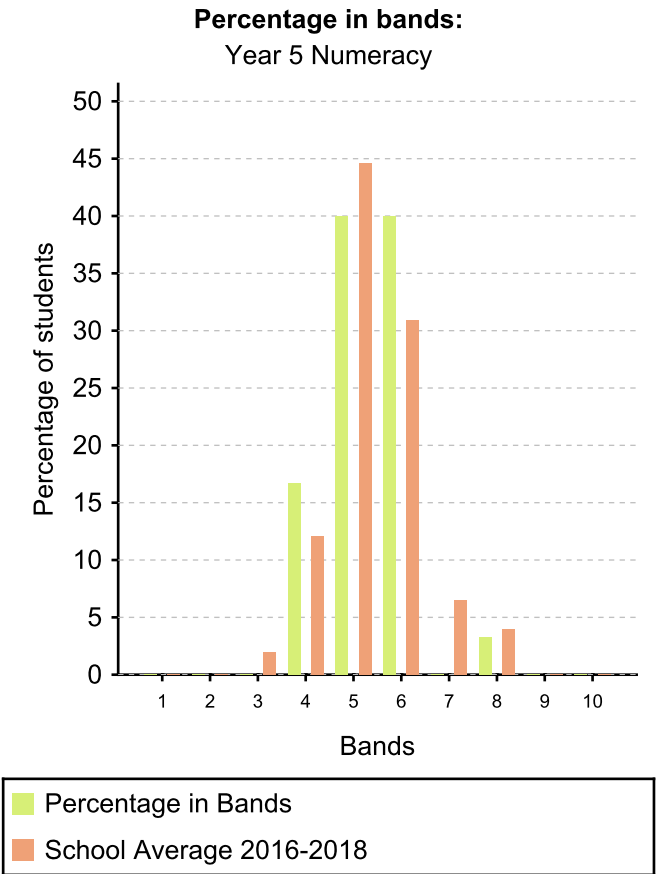
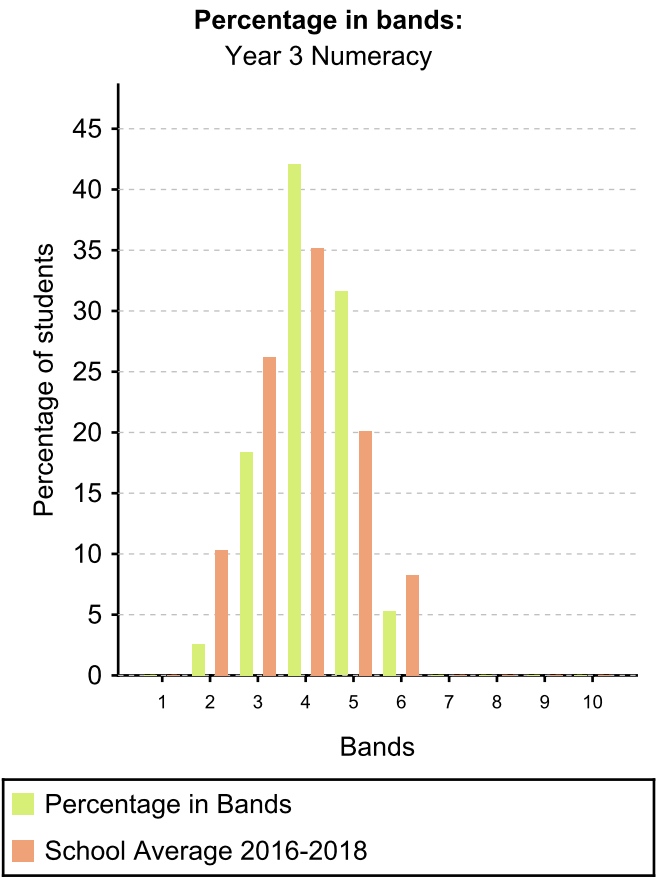
Year 3 NAPLAN data from 2018 indicated that:

- Eighty-nine percent of our students performed in band three or above in **Numeracy**. Thirty-one percent of students scored in the top two bands.

Year 5 NAPLAN data from 2018 indicated that:

- Eighty-six percent of our students performed in

band 5 or above in **Numeracy**. Eleven percent of our students scored in the top two bands.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> for further information.

North Wagga Public School is committed to the Premier's Priorities: Improving education results and State Priorities: Better Services – Improving Aboriginal

education outcomes which is to increase students levels of proficiency by eight percent in Reading and Numeracy and a thirty percent increase for Indigenous students.

Our identified school targets are to increase the proportion of students in the top two NAPLAN bands to forty percent in both Reading and Numeracy for all Indigenous and non-Indigenous students.



Parent/caregiver, student, teacher satisfaction

Families were surveyed on their participation at school and how well they are informed of school activities, their children's progress and behaviour. Eighty-four percent of respondents indicated that they had spoken to their child's teacher multiple times over the year in relation to learning or behaviour. Additionally, eighty-four percent of respondents also indicated they had attended meetings or social functions at the school over the course of the year. One hundred percent of respondents indicated they had been to at least one school function in 2018. Twelve percent of our families are active members of the P & C.

Overwhelmingly our parents feel they are supportive of the school through home learning. They regularly discuss their child's school progress and learning at home. They encourage their children to do well, to engage with learning and praise them for their efforts.

Survey results further indicated that the school averages for inclusivity were ahead of the state averages. Our families strongly believe that students who require additional support receive it, and that staff create opportunities for students who are learning at a slower pace. Our teachers go to great lengths to understand the learning needs of our students, ensure everyone is included, and help students develop positive friendships.

Many of our families have both parents working. However, they still manage to assist with some volunteer work at the school. Forty-one percent still assist with school sport and the P & C run canteen and enjoy contributing to the school in this way.

Seventy-two percent of our students have indicated they are happily involved in extra-curricular activities

offered by the school. These experiences range from the Chess Club through Dance and Choir. Eighty percent of the students indicated they have a well-established sense of belonging, with students in Year 5 having the highest level. Eighty-eight percent believe they demonstrate positive behaviour at all times. Students levels of interest in learning and motivation to learn sit well above the state averages at eighty-four percent. Students feeling they have someone at school to whom they can turn to for consistent advice, encouragement and advocacy also sits well above the state average. The students at our school know that the staff hold high expectations for them across all areas of school life.

Staff were surveyed around whether they use data when planning for teaching and learning, if they had built their capacity through Professional Learning and if they collaborate with their colleagues when planning for teaching and learning. Staff responses were very positive. One hundred percent of those staff members who responded said they use data and they work collaboratively with their colleagues when planning for teaching and learning. All of the staff responses also indicated their capacity was further developed due to the strategic professional learning offered by the school.

Policy requirements

Aboriginal education

North Wagga Public School is committed to improving the educational outcomes and wellbeing of Aboriginal students. Inclusion of Aboriginal perspectives in the teaching programs ensured all student educational opportunities were well rounded. Teachers also reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personal Learning Pathways for Aboriginal students were developed, implemented and evaluated. North Wagga Public School promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in all assemblies.



Multicultural and anti-racism education

The school now has two trained Anti-Racism Contact Officers (ARCO) on staff. The role of the ARCO in

schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. In 2018 there were no complaints pertaining to racism at North Wagga Public School. The school has maintained a focus on multicultural education in the curriculum by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society. Students also had the opportunity to participate in Harmony Day activities.