

# Wangi Wangi Public School Annual Report



2018



**Wangi Wangi**  
PUBLIC SCHOOL

3373

## Introduction

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

Tim Lewis

Principal

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### Message from the school community

#### 2018 P&C President's Report

2018 has been a wonderful year for WWPS! This year through the huge efforts of our P&C committee members, volunteers, our principal Mr Lewis and his fantastic team, together with our wonderfully supportive families and the Wangi Wangi community, we have raised more than \$22,000.

#### **A huge thank you to everyone single person who has contributed in some way!**

Earlier in the year our first colour run was successfully organised and executed – raising more than \$4000 by our students and families. It ended with an afternoon enjoyed by all, although I'm still not sure who enjoyed it the most – the fluoro coloured teachers and students running crazily around the playground or the many parents and families who came along to spread the coloured powder all over the teachers and students.

In addition to our highly successful and popular canteen days a dozen more opportunities allowed us to raise funds this year including the return and earn bottle collection fundraiser, easter raffle, mother and fathers day stalls, IGA BBQ's, a school disco, uniform sales and more.

Laptop computers, colourful new bag & hat hooks, a brand new Comm Box and significant subsidisation of both the Dance to be Fit programs and Scope IT programs, are all ways that the P&C have been able to spend the raised funds this year.

With the closing of the school year, we say goodbye to 2 of our P&C members, Rowena Shore and Jo Bevan. They have played a vital part in the successful running of the P&C. They have (along with their husbands and kids) never hesitated to put up their hands to volunteer at our many fundraisers. Thank you so much Rowena, Jo and their families.

It is wonderful to have such a great relationship between our P&C, our principal Tim and his team. Nothing is ever a problem when we ask to have a canteen or P&C note sent home to families or a quick chat in the playground. Tim patiently listens to our concerns and ideas, making sure to action the many requests we make within our P&C meetings.

Thank you to Tim and his team for another fantastic year! We are so incredibly lucky to have wonderful and dedicated teachers and support staff that have our children's education and schooling experience at heart. It's incredible to hear Tim excitedly speak of major improvements in literacy and maths right across the school, together with watching 110 smiling faces who LOVE coming to school each day because they are valued, respected and nurtured.

We certainly look forward to what 2019 will bring, especially with the excitement of our impending school infrastructure additions and upgrades

## School background

### School vision statement

At Wangi Wangi Public School we believe all students can be **successful**.

We support all students to achieve this through being:

**Engaged learners** – feeling challenged and inspired to develop a lifelong love of learning

**Confident students** – developing positive thinking to be well-rounded and respectful students

**Proud of their achievements** – valuing their intellectual curiosity to achieve their full potential by taking control of the direction of their learning

**Equipped with a positive mindset** – involving their overall wellbeing, health and safety

**Connected to the community** – building strong, collaborative relationships with parents/caregivers and the wider community

### School context

Wangi Wangi Public School is a thriving, growing, K–6 school located in a suburb of the City of Lake Macquarie in New South Wales. The school is located on the traditional land of the Awabakal people and is surrounded by beautiful Lake Macquarie.

Students at WWPS enjoy a safe, caring and productive school environment where they are exposed to a range of exciting extra-curricular activities.

Staff are highly dedicated professionals who go beyond what is required to provide outstanding educational opportunities for all students. There is a mixed age and gender profile among the staff.

The school community sets high expectations and is supportive, proud of student achievements and involved in learning programs. The Family Occupation and Education Index has remained consistent at 110.

The proportion of students with Indigenous backgrounds has remained at 20%. The school has close connections with the Itji–Marru AECG, who continue to support all Aboriginal students.

The general trend in reading indicates that there is a gradual increase in the percentage of students performing in the top bands in Years 3, 5 and 7. Writing and Mathematics are areas identified as needing significant improvement. The school is focusing on improving the percentage of students performing in proficient bands in both Years 3 and 5.

School funds (SBAR) support key initiatives, targeted at lifting the level of reading, writing and numeracy results across the school. SBAR has also supported the establishment of a Curriculum Leader position. In the broader school community, the school has established long standing connections with many local business groups.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have focused on curriculum and learning enhancement to establish a culture of high expectations. The school's curriculum delivery and evidence-based teaching practices ensure all students are able to develop their knowledge, understanding and skills across literacy and numeracy. Through consistent differentiation and evaluation of current programs, our school is continually evolving to meet the changing requirements of all students to maximise their learning success.

Student assessment and effective and timely use of student data, has been a major focus area during 2018. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Through effective professional learning, teachers are able to collect, analyse and incorporate assessment data into their daily teaching and learning programs. The school has developed effective systematic and reliable assessment practices to evaluate student learning over time.

Our success within the Learning domain of the school excellence framework is highlighted by our significantly improved NAPLAN performance across all bands. A larger proportion of children achieved in the top 2 performance bands, exceeding our current Bump It Up targets. NAPLAN data also indicated that the performance of our Aboriginal students was higher than students in comparable schools.

Within the Teaching domain, Wangi Wangi Public School focused on establishing a whole school approach during literacy and numeracy time each day. The introduction of a consistent, whole school approach to literacy and numeracy block structures across the school (K–6), resulted in improved teaching and learning outcomes. These agreed structures incorporate evidence-based effective teaching strategies such as Focus on Reading, Explicit Instruction and Number Talks. The establishment of a 3 day a week curriculum leader position supported the development of these structures and allowed teachers to engage in regular professional dialogue, inclusive of reactive improvement with their teaching practice in literacy and numeracy.

A whole school approach to classroom management has also been established where students, teachers and parents are clear on student behaviour and learning expectations. Uninterrupted learning sessions were introduced to ensure maximum student learning is taking place. This whole school approach allows students to participate in meaningful learning activities, with minimal disruptions.

Assessment and data collection have been a major focus throughout 2018, in which all staff participated in extensive professional learning around effective collection and use of assessment data. Regular staff meetings, where student data is shared and analysed, ensured that all staff at WWPS took collective responsibility for student data.

In the domain of Leading, our priorities were the planning and implementation of processes for resource allocation, professional learning, teacher performance and informed practices. To support the changing educational landscape, the school is using physical spaces flexibly, and technology is accessible to all staff and students daily. The school uses evidence based strategies and innovative thinking when developing the school plan that delivers ongoing improvements in student outcomes. The school also provides opportunities for students and the community to provide constructive feedback on school practices and processes that are responsive to school community feedback.

The new approach to school planning, which is aligned to the reform agenda and supported by a new funding model, is making the provision of innovative and responsive educational wellbeing plans a reality and leading to improvements for our school community.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### High Expectations

#### Purpose

Establishing an environment where **high expectations** underpin a quality school culture, where pedagogical practices focus on improving, engaging and accelerating students in an education which inspires them to be active participants in future focused learning opportunities.

#### Overall summary of progress

During 2018, High Expectations has been a key focus area that staff, students and the community have worked hard to develop. Improvements across the board in both external NAPLAN and internal school data has demonstrated significant improvements. Teaching staff have embraced the concept of teacher effect size data and are interested to identify when improvements to their teaching practice can be made. The sharing of data with students has also encouraged them to take more ownership and responsibility for their learning as well as set high expectations through personalised goal setting.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher observations demonstrate effective evidence-based teaching strategies used across the school.	Curriculum Leader \$40,000 LAST \$20,823 SLSO intervention support \$21,000	<p>During 2018 within the area of quality teaching, teaching staff have established collaborative approaches to planning, programming and reporting, inclusive of engaging parents/carers to support the achievement of educational outcomes for students. Teachers have actively participated in literacy and numeracy Learning Walks with the support of the curriculum leader. This has encouraged the sharing of quality ideas and resources. Positive and constructive feedback from peers has also been valued across the school and built positive professional relationships.</p> <p>The establishment of a STEM teacher during RFF sessions and the continued use of the ScopeIT program, has ensured students and teachers are being exposed to elements of future focused pedagogy.</p> <p>Explicit and targeted professional learning for staff has occurred throughout 2018. School based internal data and external NAPLAN data has provided the direction for school wide staff professional learning, ensuring specific student needs and data trends are met. Evidence based teaching and learning programs have included Seven Steps to Writing success, Number Talks and the Super Six Reading Comprehension strategies.</p>
Students take responsibility for their own learning through goal setting, monitoring and receptive feedback practices.		Improved data practices across the school have allowed students to engage with their own data and take increased responsibility for their results. The establishment of data walls across the school has enabled students to take on a growth mindset and celebrate their improvements in their own learning. The proactive use in learning tasks of Learning Intentions and Success Criteria's allowed teachers to provide more immediate and meaningful feedback practices to students.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and Learning programs demonstrate high expectations, effective use of student data and evidence based pedagogy linking to literacy and numeracy benchmarks.	\$6000 Focus on Reading facilitator training  \$4500 Seven Steps to Writing success staff training	Significant improvements have been made across all areas of literacy and numeracy data as reflected through 2018 NAPLAN results. All students have demonstrated significant individual growth. All teaching staff have worked closely with the executive team to ensure explicit teaching is demonstrated through all literacy and numeracy planning documents.  Intervention practices have been significantly remodelled to ensure all students not meeting minimum benchmarks are provided with support. Students displaying higher than expected results are also being targeted through intervention practices where more challenging and meaningful programming can be delivered.

## Next Steps

The element of High expectations will continue to be a focus area throughout 2019 as we continue to develop a culture of outstanding student learning.

- 100% of students will have individual learning goals set and will be continually evaluated to ensure progress is being made.
- Explicit professional learning will focus on continuing to build on Seven Steps to Writing Success, Number Talks and Focus on Reading.
- Effective Feedback training will be provided to all classroom teaching staff.
- Staff continue to work with the Curriculum Leader, focusing on the area of numeracy.
- Teachers will begin training and using the Literacy and Numeracy Progressions.

## Strategic Direction 2

### High Value Added

#### Purpose

Providing an educational setting where **high value added** teaching and learning is present across all classrooms with identified professional learning that supports rich data analysis to inform and drive evidence based practices.

#### Overall summary of progress

During 2018, Wangi Wangi Public School saw significant growth across all years which is reflected through SCOUT Value Added data. Our Value Added data now has an upward trend, the first time in three years. The quality of classroom teaching was tracked this year with all staff achieving an effect size of greater than the average 0.4. Learning Intentions and Success Criteria's are being used across the school, with children being able to identify what they are learning and how to achieve set tasks. The content of all literacy and numeracy lessons is evidence-based, inclusive of Explicit Instruction, Focus on Reading and Number Talks. Data practices are continuing to improve, with all lesson content being differentiated to meet the changing needs of students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage to 35% of students achieving in the top two Literacy and Numeracy bands in NAPLAN (Bump It Up).	\$7,775 Bump It Up grant \$950 Effective Reading – Early Years	In 2018 WWPS exceeded it's Bump It Up targets of 33% of students in Year 3 and Year 5 achieving the top two performance bands in reading. In 2018 47% of Year 3 and 54% of Year 5 students achieved the top two bands for reading. In addition, no students scored in the bottom two bands in the Reading domain in both grades. Within numeracy, 46% of year 3 and 15% of year 5 students achieved in the top two bands during NAPLAN.
All teachers use formative and summative assessment practices as an integral part of daily classroom instruction.		Teachers have participated in extensive discussions around quality assessment tasks. Formative assessment is being used to monitor student learning to provide ongoing feedback to students. Summative assessment is also being used confidently by staff to evaluate student learning at the end of units of work to ensure benchmarks have been met.
85% of students reaching or exceeding expected stage appropriate literacy and numeracy benchmarks.	\$10000 Professional Learning \$19,157 QTSS	Wangi Wangi Public School has undergone a significant period of change in the implementation of improved and consistent teaching pedagogy, particularly establishing high expectation for quality instruction in classrooms, every lesson. The school focus was to ensure that students had maximum access to the curriculum and learning activities which gave them the opportunity to meet stage-based outcomes. As an identified Bump It Up school, numerical data collection become an essential method of regular and reliable feedback to teachers, executive and the curriculum leader. We focused on encouraging students to achieve set targets by developing sequential and achievable goals for their learning. This resulted in school wide goals in Literacy and Numeracy being achieved.  Throughout 2018 WWPS focused on improving teaching and learning in the area of Reading. In 2017 only 55% of K–2 students were meeting

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students reaching or exceeding expected stage appropriate literacy and numeracy benchmarks.		minimum reading benchmarks. A school-funded Curriculum Leader was appointed and staff collective efficacy and school expected practice was developed. By Term 3 of 2018, WWPS had 75% of K–2 students achieving minimum benchmarks and anticipate the goal of 85% will be achieved by half way through 2019.
85% of Aboriginal students meet or exceed stage appropriate benchmarks.	\$5,955 Teacher 1 day a week term 4  \$9765 SLSO Supporting Aboriginal students  \$2000 PDP meetings	Internal K–6 Data indicates that in 2018 WWPS met targets of 85% of Aboriginal Students exceeding minimum literacy and numeracy benchmarks. 2018 NAPLAN data also showed that 100% of year 3 and 5 Aboriginal students achieved above minimum benchmarks.

## Next Steps

Value Added data will continue to be an important measure during 2019 and will be supported through:

- The Literacy and Numeracy Progressions used to focus on the areas of Additive Strategies, Understanding Texts and Phonological Awareness.
- Teacher effect size will be utilised across a larger range of Literacy and Numeracy areas through the use of PAT and NAPLAN data.
- Professional learning around Number Talks, Seven Steps to Writing Success and Focus on Reading will continue.
- Data practices and feedback will be continually improved.
- Curriculum leader will continue to work with teachers to differentiate the curriculum for students using internal school data.



## Strategic Direction 3

### Highly Effective Partnerships

#### Purpose

**Highly effective partnerships** drive a shared understanding and commitment where learning is the collective responsibility of all stakeholders, ensuring engagement, achievement and inclusivity for every student.

#### Overall summary of progress

Throughout 2018 Wangi Wangi Public School continued to develop strong bonds with both the parent community and the wider commercial community. We have worked closely with both our local feeder High School, Morisset High School and also Peter Pan Preschool to ensure our incoming and outgoing students have excellent transition opportunities. These close partnerships have ensured that Wangi Wangi Public School's perceived perception within the community is positive and welcoming.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and caregivers are informed and committed to the direction of the school.	\$400 Survey Monkey	<p>During 2018 Wangi Wangi Public School engaged with the community through the Survey Monkey and Tell Them From Me survey platforms. This ensured that both students and parents were apart of decision making across the school. Utilising Survey data also allowed our school to develop focus areas to improve our school and the community perception.</p> <p>Students and Parents were heavily involved in the development of our new 3 year plan and continue to be involved in regular evaluation</p>
Community are proud of their local school and have confidence in the school to engage their children in productive learning with high expectations and respectful relationships.	<p>\$2000 Personalised Learning Plan Meetings</p> <p>\$4000 Positive Behaviour for Learning</p> <p>\$2000 Individual Education Plans</p> <p>\$1000 NAIDOC celebrations</p> <p>\$6630 Got It Mental Health Program</p>	<p>During 2018 parent workshops around reading and maths were conducted with a large turn out of participants. These workshops gave parents a clear insight into how both reading and numeracy were being taught and how they could support consolidation of concepts at home. The large group of participants of parents, is indicative of the positive home school partnerships that is continuously being developed and supported.</p> <p>During 2018 we made changes to our Aboriginal Education Programs and developed a new PLP process for all Aboriginal students.</p>
Increased retention of local placements enrolled at the school.	\$10 000 updates to school signage	<p>During 2018, WWPS developed strong connections with our local pre schools. This included an extensive transition process to ensure both parents and students felt confident and supported to begin school at WWPS.</p> <p>Analysing community Tell Them From Me and internal Survey Monkey data, also ensured as an executive and staff we were listening to the opinions of parents and making necessary changes to form an inclusive primary school.</p>
Minimum 95% attendance rate across the school.		The school has updated the school attendance policy to ensure the school executive tracks

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Minimum 95% attendance rate across the school.		attendance data every 5 weeks.  Schools work closely with the Home School Liaison Officer (HSLO) to support any student having problems getting to school.

## Next Steps

Continuing to build and maintain highly effective partnerships will continue to be a major priority at Wangi Wangi Public School. Directions for 2019 include:

- Increased sharing of student assessment data with parents.
- Continual improvement of transition programs and structures.
- Continued tracking of student attendance data.
- Regular parent workshops identified through survey data.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Total allocation \$23575</p> <ul style="list-style-type: none"> <li>– PLP meetings = (Teacher Release) = \$2000</li> <li>– Professional Learning (Teacher Release) = \$2000</li> <li>– SLSO support = \$9765</li> <li>– NAIDOC (Snake Tails and Boomerangs) = \$855</li> <li>– Teacher providing small group support for Aboriginal students 1 day a week = \$8955</li> </ul>	<p>100% of Aboriginal students in Years 3 and 5 who participated in NAPLAN testing achieved minimum stage benchmarks. Targeted intervention and PLP goal setting has enabled the school to implement different levels of curriculum support to students in areas of need.</p> <p>100% of Aboriginal students had PLP's inclusive of learning goals, developed with the aide of parents.</p> <p>Supplementation of the employment of a Learning and Support Teacher (LaST) to support the improvement of educational outcomes of Aboriginal students.</p> <p>School Learning Support Officer time was timetabled in to ensure all Aboriginal students academic goals and results were being targeted</p> <p>2 Staff members regularly attended the WSLA Aboriginal Education meetings each term.</p> <p>NAIDOC Week celebrations included a range of activities for all students K–6.</p>
<b>Low level adjustment for disability</b>	<p>Total allocation \$29539</p> <p>Learning and Support Teacher = \$20823</p> <p>NDIS data (Teacher Release) \$1000</p> <p>Delta Dog (Reading Support Program) = \$600</p> <p>Contribution to SLSO Wages = \$5116</p> <p>IEP Meetings (Teacher Release) = \$2000</p>	<p>Low level adjustment for disability funding allowed our school to employ a Learning and Support Teacher 1 day a week to support at risk and vulnerable students. Through effective data collection, teachers identified students at risk of not meeting minimum benchmarks who were then referred to the Learning Support Team for additional intervention support. Additional SLSO hours were provided to support students both in the classroom and playground.</p> <p>Funding was also utilised to ensure all identified students through data collection of academic or social outcomes, had Individual Education Plans and these were updated regularly.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$19157</p> <ul style="list-style-type: none"> <li>– Curriculum Leader = \$19157</li> </ul>	<p>This funding was used to employ a Curriculum Leader to drive teaching and learning and work closely with teaching staff to ensure improvements in student learning. This role also included conducting learning walks across the school to drive change. Staff who worked with the Curriculum Leader valued this time and all saw improvements in both their teaching practice and class data.</p>
<b>Socio-economic background</b>	<p>\$53746</p> <ul style="list-style-type: none"> <li>– SLSO hours = 21095</li> <li>– Supplementation of Teacher cost = \$13,541</li> <li>– Professional Learning programs = \$6000</li> </ul>	<p>A significant proportion of the Socio-Economic funding went towards the employment of additional SLSO hours to provide student assistance across the school and support intervention practices.</p> <p>All staff participated in the 7 Steps to Writing training. This program targets the specific needs of our students identified through</p>

<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>– Positive Behaviour For Learning – PBL = \$3000</li> <li>– Student Assistance = \$1000</li> <li>– Speech Pathologist \$3000</li> <li>– Individualised Education Programs = \$2000</li> <li>–Purchasing of resources = \$4110</li> </ul>	<p>NAPLAN data analysis.</p> <p>A Speech Pathologist worked with teachers and students during first term as part of the speech support for schools initiative. Student assessments, parent workshops, staff professional learning and program development were all focus areas of the speech program. SLSOs continued the program for the remainder of the year once the speech therapist left.</p> <p>Additional resources to support key teaching and learning programs were purchased, targeting specific student needs.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$7808</p> <ul style="list-style-type: none"> <li>– Additional RFF = \$6808</li> <li>– Professional Learning = \$1000</li> </ul>	<p>Additional RFF hours for beginning teachers and the establishment of a teacher mentor program to support teaching and learning programming were introduced. Beginning teachers also received additional professional learning opportunities which were linked to their personal development plans. Beginning teachers also networked with other local schools and participated in classroom visits with more experienced teachers.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	53	49	49	58
Girls	37	48	52	50

Student enrolment data continued to increase in 2018. This ensured Wangi Wangi PS maintained 5 classes, allowing the advertisement for an additional full time teaching position.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	92.4	92.2	92.9
1	95.1	94.2	93.6	93.7
2	96.6	93.8	94.1	94.4
3	94.3	93.6	95.8	95.4
4	94.5	92.9	94.3	92.4
5	93.6	95.2	95.7	94
6	93.1	95.3	94.8	95.1
All Years	94.8	93.8	94.2	94
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

Student attendance data at Wangi Wangi Public School has remained consistent at 94%.

Attendance remains a priority at Wangi Wangi Public School and is monitored by school executive, teachers and administration staff on a weekly basis. Communication with parents through phone calls, letters sent home recognising patterns of missed attendance and the Home School Liaison Officer, are

all essential elements of monitoring student attendance throughout the year.

All unexplained student absences receive a letter home, encouraging parents to submit an appropriate reason for their child's absence. WWPS's mobile app. has an attendance feature, making notifying the school of all absences more convenient for parents.

WWPS's attendance policy was updated and reviewed in 2018, ensuring it reflects current attendance targets.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.59
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*Full Time Equivalent

In 2018, we had one staff member who identified as Aboriginal. This staff member worked as a School Learning and Support Officer at Wangi Wangi Public School. Our school also funds a relieving Assistant Principal role (\$32,301) through the Smaller Schools Staffing Supplementation – Primary Schools funding allowance.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	25

### Professional learning and teacher accreditation

During 2018, staff have engaged in a range of Professional Learning throughout the year, aligned to school strategic directions and identified needs. This professional learning involved formal training and opportunities for staff to build their own knowledge and capacity through collaborative work with peers. Professional learning undertaken at Wangi Wangi Public School in 2018 included:

- Mandatory training in Child Protection, Code of Conduct, CPR, Anaphylaxis, Work Place Health and Safety and Asthma.
- Super 6 Reading Comprehension Strategies
- Number Talks
- Effective collection and use of student data
- Mathematics – Effecting change through pedagogy to improve Numeracy
- Data collection including effective analysis and use (SMART and School based 5 weekly data)
- New Scheme Teachers – Explicit Direct Instruction – Warm ups
- Speech training – Language links to Literacy (Speech delays, expressive and receptive)
- School Excellence Framework
- Curriculum implementation – Powerful Learning Accountable Teaching (PLAT) Reading, Writing and Mathematics.
- Reading – Literacy Block, Effective Guided Reading, Meaningful Group Work Activities, Conducting and Analysing Running Records
- Using Learning Intentions and Success Criteria
- Western Shores Learning Alliance Professional Learning
- Beginning Teacher Workshop
- FISH Philosophy
- Fun Friends – Got It Team
- SLSO training – supporting students with Reading and Mathematics

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	111,372
<b>Revenue</b>	1,147,985
Appropriation	1,082,207
Sale of Goods and Services	470
Grants and Contributions	64,867
Gain and Loss	0
Other Revenue	0
Investment Income	441
<b>Expenses</b>	-1,119,994
Recurrent Expenses	-1,119,994
Employee Related	-987,808
Operating Expenses	-132,186
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	27,990
<b>Balance Carried Forward</b>	139,362

## Financial information

### Financial summary

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

Wangi Wangi Public School intends to use a significant amount of our remaining funds (\$62,450) to employ a Curriculum Leader to continue to support Bump It Up targets. This Curriculum Leader will continue to support both teachers and students in achieving excellent outcomes. This funding will also go towards training all staff in Focus on Reading and Number Talks to ensure the successful implementation during 2019. The Literacy and Numeracy Progressions will also be introduced during 2019, where staff training will need to occur.

Additional funding will also go towards updating existing classrooms to ensure they align with the new classrooms currently under construction.

The processes that we are following are meeting the financial policy requirements – proper accounting records have been maintained and kept onsite as per departmental requirements.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	880,098
Base Per Capita	19,530
Base Location	0
Other Base	860,567
<b>Equity Total</b>	106,860
Equity Aboriginal	23,575
Equity Socio economic	53,746
Equity Language	0
Equity Disability	29,539
<b>Targeted Total</b>	7,494
<b>Other Total</b>	52,644
<b>Grand Total</b>	1,047,096

achieved by a cohort of 15 students in Year 3 during the 2018 school year. Year 5 NAPLAN data showed that 53.9% achieved in the top 2 bands for reading, a significant improvement from 2017 reading data. 23.1% of students achieved in the top 2 bands for spelling and 38.5% in writing. These results were achieved from a cohort of 13 students in Year 5 during the 2018 school year.

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.

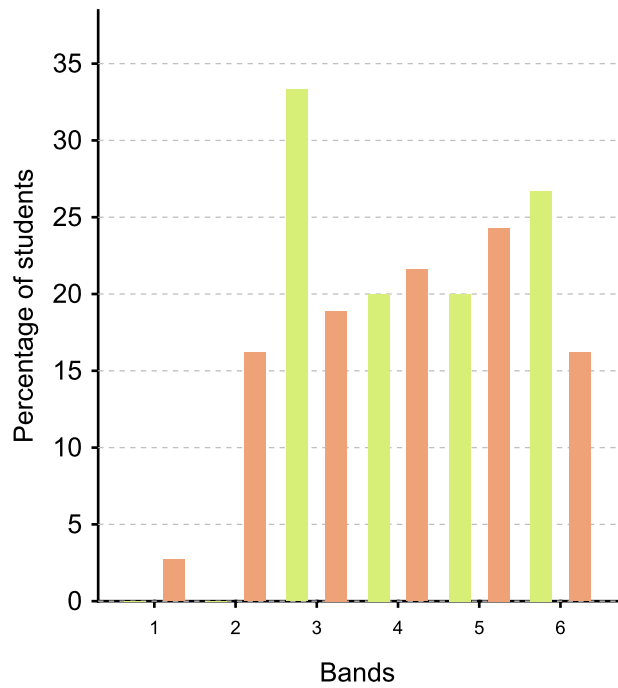
In Year 3, the student achievement scale is from Band 1 (lowest) to Band 6 (highest). In Year 5, the student achievement scale is from Band 3 (lowest) to Band 8 (highest).

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 showed that 46.7% of Year 3 students achieved in the top two bands in reading and 26.7% in writing. 53.4% of Year 3 students achieved in the top 2 bands in spelling. These results were

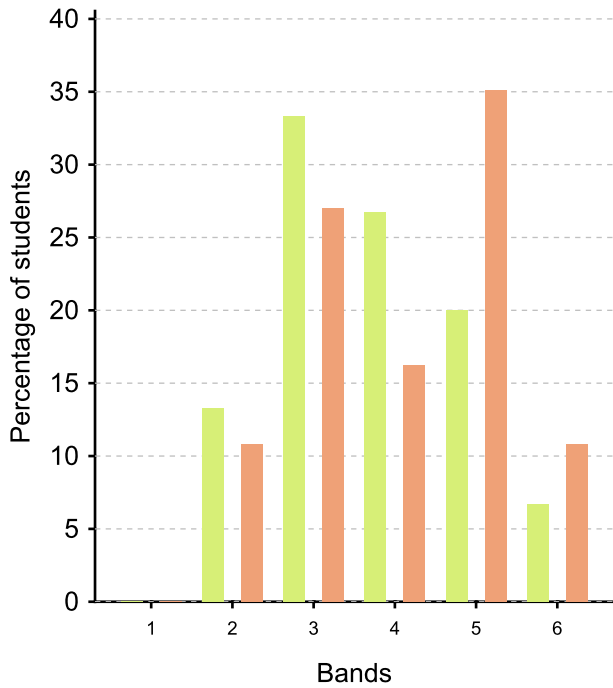
**Percentage in bands:  
Year 3 Reading**



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	33.3	20.0	20.0	26.7
School avg 2016-2018	2.7	16.2	18.9	21.6	24.3	16.2

**Percentage in bands:**  
Year 3 Writing

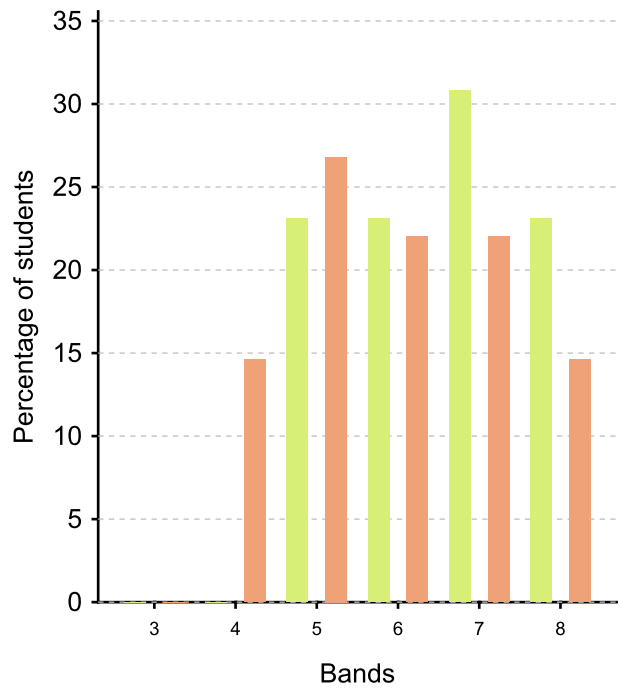


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	13.3	33.3	26.7	20.0	6.7
School avg 2016-2018	0	10.8	27	16.2	35.1	10.8

Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	26.7	13.3	26.7	26.7
School avg 2016-2018	2.7	13.5	16.2	18.9	32.4	16.2

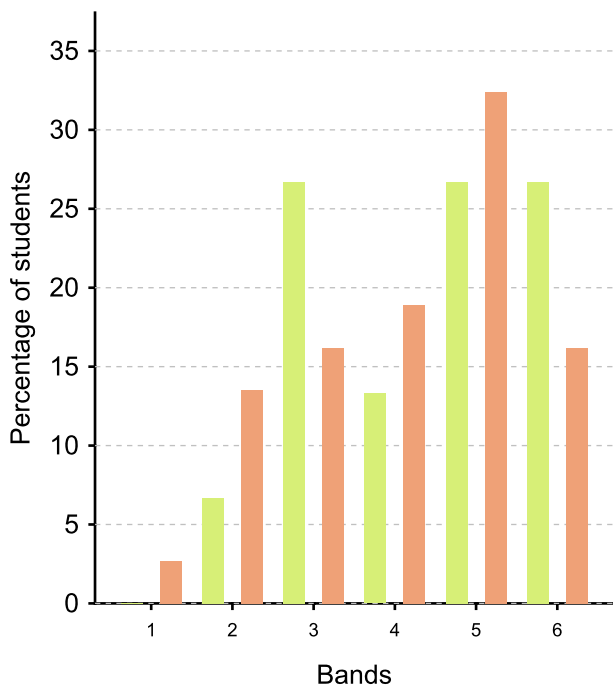
**Percentage in bands:**  
Year 5 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	23.1	23.1	30.8	23.1
School avg 2016-2018	0	14.6	26.8	22	22	14.6

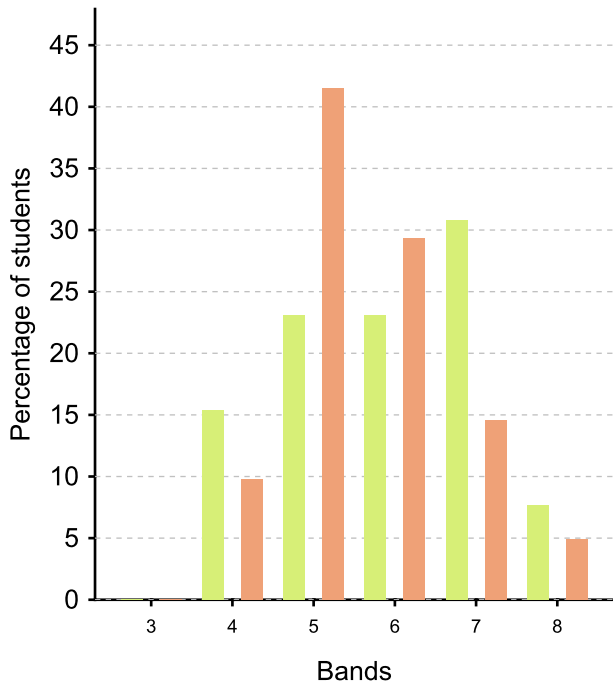
**Percentage in bands:**  
Year 3 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018



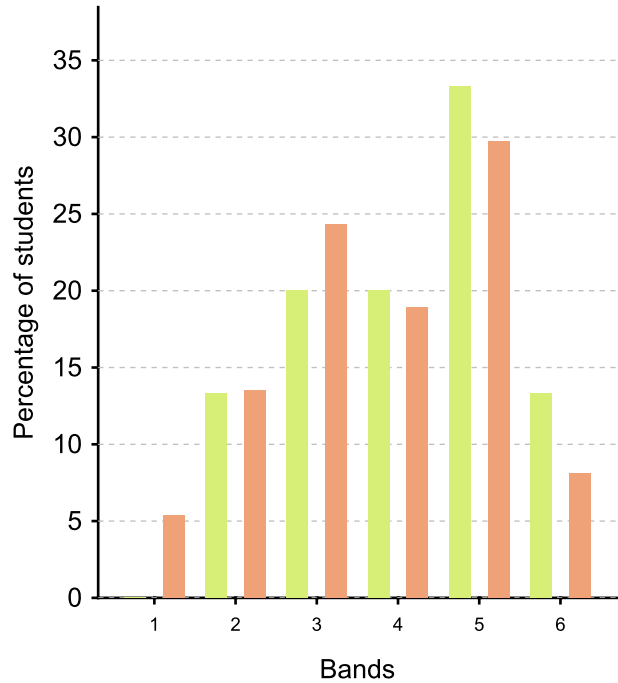
**Percentage in bands:  
Year 5 Writing**



Band	3	4	5	6	7	8
Percentage of students	0.0	7.7	0.0	69.2	15.4	7.7
School avg 2016-2018	0	7.3	14.6	56.1	17.1	4.9

Year 3 NAPLAN data showed that 46.6% of students achieved in the top 2 bands for Numeracy from a cohort of 15 students. Year 5 Numeracy data showed that 15.4% of students achieved in the top 2 bands based from a cohort of 13 students.

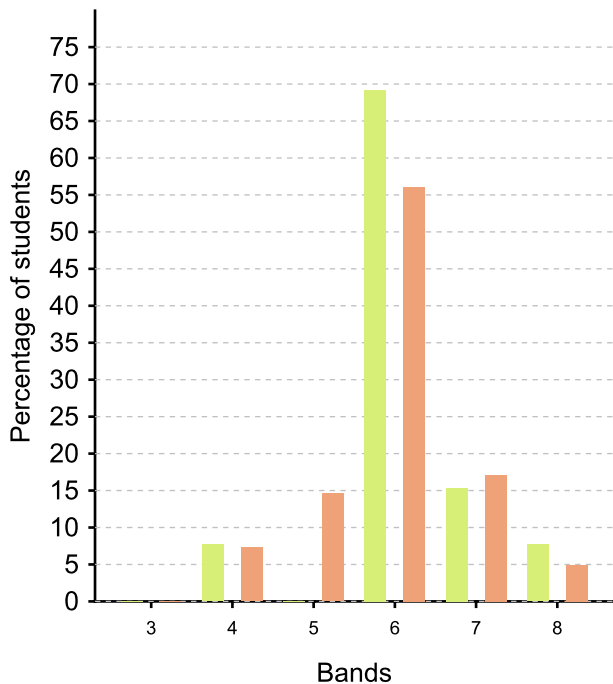
**Percentage in bands:  
Year 3 Numeracy**



Percentage in Bands	
School Average 2016-2018	

Band	3	4	5	6	7	8
Percentage of students	0.0	15.4	23.1	23.1	30.8	7.7
School avg 2016-2018	0	9.8	41.5	29.3	14.6	4.9

**Percentage in bands:  
Year 5 Spelling**

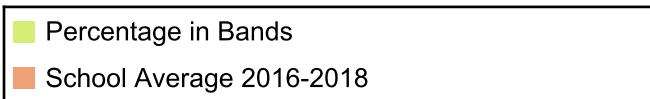
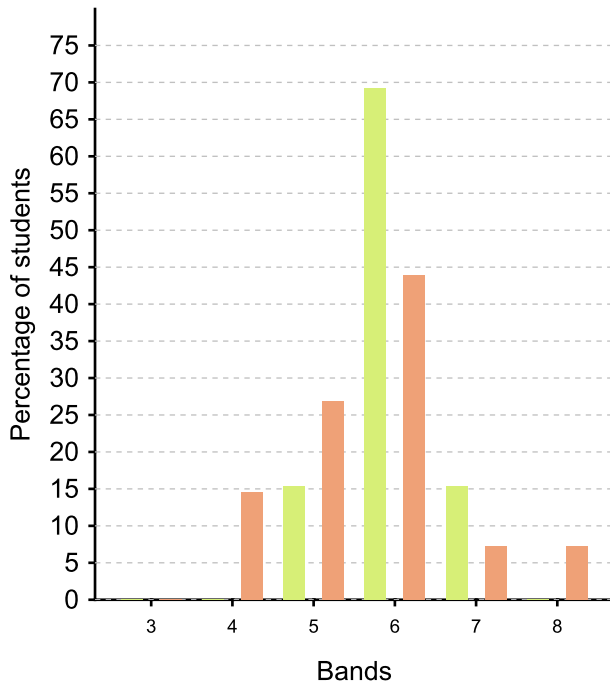


Percentage in Bands	
School Average 2016-2018	

Percentage in Bands	
School Average 2016-2018	

Band	1	2	3	4	5	6
Percentage of students	0.0	13.3	20.0	20.0	33.3	13.3
School avg 2016-2018	5.4	13.5	24.3	18.9	29.7	8.1

**Percentage in bands:  
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	15.4	69.2	15.4	0.0
School avg 2016-2018	0	14.6	26.8	43.9	7.3	7.3

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.

We fulfilled the Premiers Priorities in 2018 of increasing the percentage of students in the top two achievement bands for both Reading and Mathematics under the Bump It Up initiative. Our Aboriginal students also performed extremely well in NAPLAN in 2018 where 100% met minimum benchmarks. NAPLAN data also indicated that many of these Aboriginal students achieved in the top two NAPLAN performance bands.

Wangi Wangi Public School is committed to improving the educational outcomes for all Aboriginal and Torres Strait Islander students. 2018 data indicates that improvements have been made across the school. Continued improvement and growth of our Aboriginal students is a key area of our 2018 – 2020 School Plan and Strategic Directions.



**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions and ideas of parents, students and teachers about their local school. Various methods are used to collect this information, including Tell Them From Me surveys, School mobile App, School Website visits, P&C meetings, e-mail correspondence, surveys, verbal conversations through informal and formal meetings and other school events.

In the Parent/Caregiver Survey (14 respondents to the survey) 89% of parents indicated they feel welcome when visiting the school and 87% believed that they could easily speak with their child's teacher. 90% of parents felt they were well-informed about school activities and 82% felt that school activities were scheduled at times when they could easily attend. 88% felt teachers listened to their concerns and 95% felt they could easily speak with the school principal. 92% felt all written information from school was in clear, plain language and 83% felt the school administrative staff were helpful when asking questions or assisting to solve problems.

The Student Survey (40 respondents to the survey) indicated that 82% of students identified they had a positive sense of belonging at school and 82% had positive relationships. 92% of students valued schooling outcomes and 78% were interested and motivated in their learning. 90% of students surveyed indicated they tried hard to succeed in their learning. 82% of students find classroom instruction relevant to their everyday lives and that instruction is well organised with a clear purpose. 85% of students feel teachers are responsive to their needs and encourage independence with their learning.

Teacher Survey data (8 respondents to the survey) indicated that 94% felt that school leaders provided guidance for monitoring student progress and that they have felt supported during stressful times. 94% of the respondents also felt that they monitor the progress of individual students effectively and set high expectations for student learning. 94% felt that the results gained from formal assessments informed their teaching practice and were used to improve student learning. 91% felt that they establish clear expectations for behaviour across the school learning environment. 84% of teachers felt that they work effectively with parents to solve problems interfering with a student's progress.



## Policy requirements

### Aboriginal education

Wangi Wangi Public School is committed to improving educational success for all Aboriginal students. As a result, individual progress is tailored to support the achievement of outcomes and curriculum interventions are closely monitored with additional support funding for Aboriginal students. Strong home–school partnerships have been promoted through regular meetings to review the progress of all Aboriginal students. A Personalised Learning Pathway (PLP) is developed for each student in consultation with parent/caregivers, students, teachers and our Aboriginal School Learning Support Officer. Our senior Aboriginal students have all used the Mgoals format to plan and review their individual learning goals. Aboriginal perspectives permeate through all aspects of school life and are supported by our Aboriginal Education Team. The team has a long standing, productive relationship with the local Itji–Marru Aboriginal Education Consultative Group (AECG).

This continued focus is highlighted through:

- Curriculum focus areas incorporating Aboriginal perspectives
- Acknowledgement of Country
- Welcome signage and cultural artworks
- School Community Bush Tucker garden
- Cultural celebrations such as NAIDOC, Reconciliation Week and Harmony Day
- School finance priorities
- Key Partnerships

A commitment to the transition of Aboriginal students to High School is supported through our representation on the Western Shores Learning Alliance Aboriginal Education committee. This group has provided opportunities for local Aboriginal students including:

- Additional Transition to High School sessions
- Visits to local Primary School's by the High Schools Aboriginal Education Officer
- Cultural days such as the hugely successful Jarjum Soar day held at Myuna Bay



### Multicultural and anti-racism education

Our school promotes understanding and tolerance within our school environment, across all Key Learning Areas. All participants in the school take great pride in being a highly supportive, inclusive and positive learning community. We have a range of students across the school with multi–cultural family backgrounds and several students who have English as an Additional Language or Dialect. We currently have 3 fully trained Anti–Racism Contact Officers (ARCO) who are present within the school each day to provide support and guidance where necessary. The role of the ARCO in schools is to be a contact between staff, students, parents and community members who wish to discuss any issue regarding racism. The ARCO role involves promoting the values of respect for all races and cultures. Respect and inclusivity is promoted by Wangi Wangi Public School through:

- Key cultural celebrations
- Curriculum perspectives which include different cultural focuses
- Positive Behaviour for Learning (PBL)
- EALD teacher, supporting students with English as an additional Language or Dialect and new arrival students.