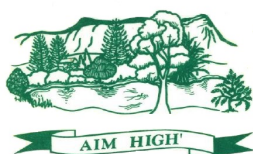


Wiangaree Public School

Annual Report



2018



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Introduction

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

Kathryn Clark

Principal

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School background

School vision statement

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School are accredited through the NESA and strive for excellence in education. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

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.

Wiangaree has worked hard to provide a culture of continuous growth and learning. Across the three domains Learning, teaching and leading we have evaluated ourselves as follows:

Learning

Learning Culture: Working towards delivering

Wellbeing: Delivering

Curriculum: Delivering

Assessment: Working towards Delivering

Reporting: Delivering

Student Performance Measures: Delivering

Moving forward we will be focussed on goal setting for every students and implementing success criteria's into more task. We will be reviewing our assessment procedures and evaluating our reporting to parents. We will be encouraging staff, student and community to provide feedback on the two areas we deemed working towards delivering to identify what we need to do to move forward in these areas.

Teaching

Effective Classroom Practices: Delivering

Data skills and use: Delivering

Professional Standard: Delivering

Learning and development: Delivering

Moving forward we will be looking to implement some more peer teaching and evaluating processes to improve teaching practise and will continue to review data to plan student progress.

Leading

Educational Leadership: Delivering

School planning, implementation and reporting: Delivering

School resources: Delivering

Management practices and processes: Delivering

Moving forward we will engage continued professional learning and collaboration with PSL and colleagues on developing the ability to milestone the school plan and monitor progress.

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

Growing Future Learners

Purpose

People always need to learn. Wiangaree Public School students are always ready to learn. We deliver high quality teaching and learning experiences every day for every student that is individualised to engage and challenge students to become critical and creative thinkers equipped for the future. We ensure that every student maximises their potential.

Overall summary of progress

As a school we have developed some strong structures around tracking the progress and planning our next step for each student in their Literacy and Numeracy needs. We are currently meeting every 5 weeks to discuss each students and set their goals for the next 5 week block. We have modified our individual education plans and personalised learning plan to better meet the needs of our students and make them more user friendly for staff. All staff have been trained and are implementing the '7 steps to successful writing'. We have also reintroduced Jolly Phonics into the junior room.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Every Individual student will show at least 1years growth for 1 year of teaching.• Every students will demonstrate growth in PLAN 2• All teachers demonstrate the use evidence informed practice.	\$1000	5 week check in to track students against progressions 7 steps to successful writing training

Next Steps

Moving forward we will attend further training in Visible Learning and Learning Progressions. We will also be looking to review our scope and sequence for English and integrate Jolly phonics across K–6. As a community of schools across COLOURSS we will be coming together to share resources in writing and to analyse students writing to ensure consistency of teacher judgment.

Strategic Direction 2

Embedded approach to Well being

Purpose

All students need to connect, succeed, thrive and learn. We ensure every student is known and cared for in a safe learning environment that promotes positive, respectful relationships to optimise learning across the whole school. We ensure that all students have regular opportunities to develop their social and emotional well being through a planned whole school approach.

Overall summary of progress

All staff have received Universal training in PBL. We have reviewed our Behaviour management procedure to align with our current processes. Our consequence and reward pathways are embedded in every classroom and we are beginning to collect efficient data to reflect what is happening in our school. Our school has undergone and SET and will be designing our Action Plan from the results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, Staff and Community surveys show measurable impact on student engagement and well being due to a planned evidenced based approach to well being.	nil	Introduced the PBL language to students. Shared the reward and consequence pathway at a P&C meeting
Internal decrease in negative school incidents as positive respectful relationships are evident and widespread.	nil	Developed an excel spreadsheet to record data on negative incidents.
Teachers know and care for every student, provide support and assistance through using a collective responsibility for students learning success in a shared consultation with parents.	nil	Weekly LAST meetings to discuss individual students.

Next Steps

Moving forward we will implement our Action Plan and continue to implement weekly lesson and develop our signage around the school. We have also committed to the GOT IT program which will run in terms 2 and 3 next year.

Strategic Direction 3

Dynamic Educational Communities

Purpose

Small School, Big Heart! Flexible learning opportunities fostering partnerships to overcome rural and remote challenges while celebrating small schools strengths to maximise each individual students' outcomes as an educational community.

Overall summary of progress

COLOURSS is a strong community of school that successfully holds many events as a way to share skills, ideas, friendship and learning. As a group we have implemented PBL with consistency across all schools while maintaining our individuality.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% attendance at COLOURSS Meetings by a school representative.	nil	Wiangaree staff regularly attend COLOURSS meetings.
• 80% student attendance at Colourss activities and initiatives.	nil	Wiangaree students have attended all COLOURSS initiatives and have exceeded the target of 80%
• PBL lessons developed and explicitly taught x1 per fortnight.	\$500	Posters have been finalised and prepared. Lessons are prepared and taught on a fortnightly basis.

Next Steps

Moving forward we will be looking to deepen our focus on collegial support and professional learning particularly in the area of writing. As a collective group we will engaged in professional learning around the progressions, in particular grammar. We will look at elements of visible learning to improve our tracking of progress and to involve the students more authentically in their learning journey.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	18	13	17	8
Girls	13	10	10	7

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	90	90.9	87.4
1	98.2	90.3	92.5	94.9
2	89.3	87.3	86	92.6
3	97.4	92.5	91.6	84.9
4	96.5	88.6	91.8	88.7
5	94.5	97.8		90.6
6	97.8	90	92.3	90.3
All Years	95.5	91.2	90.9	89.7
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		93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance is monitored inline with policy. Teachers mark a roll each day and this is entered through SAP. Follow up letters are sent to parents and principal contact is made. If required the HSLO (Home School Liaison Officer) will be notified.<Use this text box to.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.17
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Wiangaree Public School does not currently have any staff who identify as 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	33

Professional learning and teacher accreditation

All staff are accredited in 2018.

Staff participated in Terms 1, 2 & 3 in accordance with the schools strategic directions. Mandatory training was addressed.

Principal attended the PPA conference.

All staff were trained in reading strategies and phonics.

SAM and Principal have continued with LMBR training and budgeting.

The school received \$4,483 for Professional Learning

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	72,122
Revenue	486,333
Appropriation	477,261
Sale of Goods and Services	174
Grants and Contributions	8,263
Gain and Loss	0
Other Revenue	0
Investment Income	636
Expenses	-510,910
Recurrent Expenses	-510,910
Employee Related	-419,784
Operating Expenses	-91,126
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-24,576
Balance Carried Forward	47,546

Wiangaree has used a large portion of school funds and grant money to provide students with a playground and a mural on the front of our BER building.

Funds carried forward have been allocated to extra support for the Junior classroom by way of an SLSO to help transition a large kindergarten intake successfully into school.

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	301,922
Base Per Capita	5,221
Base Location	1,689
Other Base	295,012
Equity Total	39,430
Equity Aboriginal	4,452
Equity Socio economic	21,258
Equity Language	0
Equity Disability	13,720
Targeted Total	78,584
Other Total	4,796
Grand Total	424,733

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.

Due to the small number of students results will not be displayed.

Parents have been given the opportunity to discuss.

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

data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Wiangaree students completed the NAPLAN online.

Parent/caregiver, student, teacher satisfaction

Staff at Wiangaree feel well supported and regularly comment on "what a great team we are"

Parents are generally supportive and informed of the work we do with their children.

Students are generally happy to attend school and show a kindness to each other.

Policy requirements

Aboriginal education

The school's teaching and learning programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia. The programs focus on the key issues relating to reconciliation, improving relationships, understanding country, valuing culture and sharing history.

Multicultural and anti-racism education

Multicultural perspectives are incorporated in teaching and learning programs across the school. This is further supported by the schools Anti-Racism Officer and her support of creating a culture of tolerance, respect and understanding.

Whilst there is limited cultural diversity in the school, it is appreciated that Australia is a multicultural nation and that our school needs to develop students who will be successful members of a culturally diverse society. Students across the COLOURSS schools have participated in Cultural and Harmony Day events, helping to develop and share a greater understanding of the cultural challenges, strengths and diversities that exist.