

Wingello Public School Annual Report



2018



3461

Introduction

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

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School background

School vision statement

A school of Excellence, Opportunity, Quality Education and Achievement.

We are committed to fostering community minded creative and flexible future learners. Learners who develop a positive and balanced attitude and a strong sense of self-worth.

We will achieve this through the provision of challenging learning programs delivered by high performing staff in an inclusive and supportive school environment.

School context

Wingello School is a small school in a bush setting located at the southern end of the Southern Highlands. Many families work and shop at Goulburn the closest rural city. Wingello is a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 22 students enrolled and the average intake of kindergarten students has been increasing over the past two years as the availability of land in smaller affordable blocks becomes available.

The relationship with the local community is strong and effective and benefits from significant parent and community involvement.

The school staff is stable consisting of 1 principal, 1 full time teacher, 1 part time teacher and 1 part-time school office manager. The school structure consists of an Early Stage & Stage 1 class and a Stage 2 & Stage 3 class with the ratio being 1 teacher to 11 students. Individual learning needs are met in multistage classes. A part time learning support teacher supports targeted students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

After collaboration to collect, compile and evaluate evidence for the Learning Domain, Wingello Public School believes that we are Sustaining and Growing in Learning Culture, Wellbeing, Curriculum and Assessment and Delivering in Reporting and Student Performance Measures. Our Learning Culture and Wellbeing are supported by a collective school – wide approach to continue our PBS behaviour system. This builds positive and respectful relationships which has led to a productive learning environment. We are Sustaining and Growing in Curriculum as we have new staff in 2018 who hadn't previously trained in Visible Learning Pedagogy. The area we need to continue to work on is reporting back to parents. We believe that many of our students are showing expected growth on internal and external school performance measures.

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

After collaboration to collect, compile and evaluate evidence for the Teaching Domain, Wingello Public School believes that we are Sustaining and Growing in Effective Classroom Practice, Professional Standards and Learning and Development and Delivering in Data Skills and Use. Classroom teachers are high impact as they individualise learning, routinely assess students and monitor their improvement, implement a range of evidence-based quality teaching and learning programs, rigorously maintain professional currency and implement and promote student ownership over learning. Wingello Public School teachers routinely incorporate data analysis when planning for learning and to monitor student progress to identify gaps in learning.

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

After collaboration to collect, compile and evaluate evidence for the Leading Domain, Wingello Public School believes

that we are Sustaining and Growing in Educational Leadership and School Planning, Implementation and Reporting. We are Delivering in School Resources and Management Practices and Processes. In the area of Management Practices we have systems, policies and practices in place to promote a well-functioning school. In Leadership all teachers work beyond the classroom in purposeful leadership roles to build their professional capacity and expertise. Our school planning is purposeful and systematic and there are practices in place to evaluate and review milestones and oversee the implementation of our strategic directions.

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 TEACHING

Purpose

To build the capacity of teachers through shared expertise and professional learning, to respond to the needs of every learner in literacy and numeracy.

Overall summary of progress

2018 was a year of transformation in the Bong Bong Learning Community (BBLC). We successfully began data collection in literacy and numeracy through the use of the PAT online assessments. This license was purchased as a combined group of schools, with a combined data of 480 students. This data was collected in early Term 1 and late Term 4 and effect sizes were calculated accordingly. Our staff met regularly to analyse student work samples in writing, for PL in PAT, to analyse PAT data and to share what's working best in our classrooms. Our staff further strengthened connections between schools, with the beginning of inter-school peer observations and regular meetings with all staff in the BBLC.

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">• Increased % of students average scaled score in PAT reading comprehension.• Increased % of students average scaled score in PAT maths.• Progression of all Bong Bong schools towards excelling in the elements of Learning and Development and Data Skills and Use, as evidenced in the School Excellence Framework SAS 2020.• All staff engaged in professional dialogue, collaborative practice, and data use as measured by confidence/satisfaction surveys.	<p>\$1000 (BBLC) to release teacher to analyse PAT data</p> <p>\$1000 – PAT Reading licence</p> <p>\$1000 – Teacher release</p> <p>\$100– PAT Maths Licence</p> <p>BBLC meetings held after school</p>	<p>Analysis of PAT Data showed an increase in the average scaled score of 5.03% in PAT Reading.</p> <p>Analysis of PAT Data showed an increase in the average scaled score of 5.12% in PAT Maths.</p> <p>All schools completed SEF in relation to:</p> <ul style="list-style-type: none">• Data Skills and Use• Learning and Development <p>These self-assessments will be used as baseline data for the next 2 years of our school plan, giving us clear directions for themes that need to be developed further.</p> <p>The results of our staff surveys are as follows: All 5 reported on are for responses that either agree or strongly agree (4 or 5 on the 1–5 Liked scale)</p> <ul style="list-style-type: none">• Staff have a clear understanding of the purpose of the BBLC – 84%• I value the chance to learn and collaborate with my peers – 90%• I found the peer observation process worthwhile – 73%• I am confident in using PAT Data to inform teaching practice.

Next Steps

The schools in the BBLC will continue to use PAT Data to inform future directions within the BBLC. Stage leaders will be selected to lead stages in PL based on areas of need in literacy and numeracy.

In the second semester, we will again focus on sharing writing samples as a form of consistent teacher judgement. These plans will be specifically listed on the milestones area of the 2018– 2020 School Plan, Strategic Direction One.

Strategic Direction 2

QUALITY LEARNING

Purpose

To create classroom practice which promotes high levels of intellectual quality, with the pedagogy clearly focused on learning.

Overall summary of progress

Review of NAPLAN data showed that Literacy targets in reading were met by 66% of students in year 5 and year 3. 33% of students in year 5 achieved at or above the minimum standards in writing and 66% of year 3 students achieved at or above the minimum standard in writing. In year 5 Numeracy 50% of students achieved at or above the minimum standard and in year 3 66% achieved at or above the minimum standard..

Learning and support processes were implemented to identify, monitor and plan strategies for students identified as needing extra support. Data was collected from a range of assessments. As a result student growth data showed improvement. Aboriginal students were supported through Personalised Learning Pathways and weekly sessions with the Learning Support Teacher.

Targeted professional learning included one teacher accessing L3 PL, and whole school PL in Visible Learning practices, including feedback. BBLC focused on Data collection and Learning and Development using PAT testing. Teachers met twice a term for ongoing professional discussion centered around collaboration and teacher efficacy.

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">• Demonstrate growth using Professional Standards for Teachers in the domains of Knowledge, Practice and Engagement.• Increased proportion of students demonstrating expected growth in Literacy.• Increased proportion of students demonstrating expected growth in Numeracy.	N/A L3 Funds \$2000	All teachers attended PL within the BBLC. Survey results indicated staff value the chance to learn and collaborate with a wider group of teachers. K–2 Teacher trains in L3 All teachers engaged in Visible Learning practices in their classrooms. All students in year 5 achieved significant growth in all areas of Literacy. All students in year 5 achieved significant growth in all areas of Numeracy.

Next Steps

Staff continue targeted professional learning with the Bong Bong Learning Community (BBLC) in week 4 and 8.

K–2 teacher to continue the second year of L3 (OPL)

In second semester we will be focussing on Formative Assessment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2083	<ul style="list-style-type: none"> • Individualised Learning Pathways developed. • Students supported by Learning Support Teacher and Officer. • Plan data used to track progress.
English language proficiency	Funds not available through RAM	
Low level adjustment for disability	0.200 FTE – \$20,823 \$6,072 Flexible Funding	<ul style="list-style-type: none"> • RAM allocation used to employ a Learning Support Teacher and Learning Support Officer to target and support identified students.
Quality Teaching, Successful Students (QTSS)	0.056 Teacher release –\$5830	<ul style="list-style-type: none"> • Funds used to pay for casual teachers to release classroom teachers to support collaborative planning and classroom observations. • All teachers supported through the classroom Performance and Development Framework
Socio–economic background	\$8784	<ul style="list-style-type: none"> • Funds used for GRC Music Program for all students to access. • Funds used to subsidise bus costs for sporting events and excursions..

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	18	14	13	13
Girls	21	17	20	13

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	94.8	96.6	92.8
1	95.3	89.6	96.4	92.1
2	90.6	97	96.2	77.3
3	94.6	91.1	98.2	92.8
4	96.5	88.2	91.6	92.4
5	88.3	94.4	90	92.2
6	94.4	49.5	94.6	90.4
All Years	93.8	91.3	94.6	90.5
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

Parents are regularly reminded of the correct procedures that have been put in place to monitor absences and the reasons considered unjustified.

Parents/carers must present at the office to sign the partial attendance book for late arrivals and early departures.

Unexplained absences are followed up and the Home School Liason Officer (HSLO) audits the role each semester.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There was no Aboriginal staff member employed in 2018.

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

The Professional Learning accessed by staff at Wingello Public School in 2018 was informed by the School Plan 2015 – 2017. A total of \$5540 was spent from Professional Learning Funds.

Professional Learning funds were used to support L3, Principal Credential and Visible 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	21,997
Revenue	528,335
Appropriation	513,070
Sale of Goods and Services	773
Grants and Contributions	14,190
Gain and Loss	0
Other Revenue	0
Investment Income	303
Expenses	-502,617
Recurrent Expenses	-502,617
Employee Related	-445,160
Operating Expenses	-57,457
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,718
Balance Carried Forward	47,715

Wingello Public School's financial management processes and governance structures meet financial policy requirements.

There were no unusual spending patterns in 2018.

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	442,628
Base Per Capita	6,381
Base Location	3,893
Other Base	432,354
Equity Total	37,761
Equity Aboriginal	2,083
Equity Socio economic	8,784
Equity Language	0
Equity Disability	26,895
Targeted Total	0
Other Total	5,843
Grand Total	486,232

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.

Due to the small cohort at Wingello Public School, privacy protocols prevent disclosure of specific student data. Parents have been advised of student results.

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.

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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.>

There are additional state mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

For privacy reasons we are not able to report on our 2 Aboriginal students as they would easily be identified.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents using school developed surveys in the areas of school satisfaction and homework. Survey results indicated a reasonable level of satisfaction with the school and 80% of parents agreed to a no homework policy.

Policy requirements

Aboriginal education

In 2018 there were 2 Aboriginal students enrolled at Wingello Public School. Each student had an individualised Learning Pathways Plan developed in consultation with their teacher and family. In accordance with the school plan both students have been supported in all aspects of their education using RAM funding Aboriginal Background of \$2,083 to support the delivery of targeted programs and access to camps and excursions. One Aboriginal student sat NAPLAN, however privacy doesn't allow the posting of results.

Initiatives to promote pride and understanding include Aboriginal perspective in Visual Art lessons and attendance at an Aboriginal Cultural Day for all students. '*Acknowledgement of Country*' is used at the start of all assemblies.

Multicultural and anti-racism education

Living in a culturally diverse society, multicultural education is incorporated into the school's educational programs across the curriculum focusing on developing knowledge, skills, attitudes and values for our students. Our students gain an appreciation and respect for other cultures through events such as Harmony Day.