

Wongarbone Public School

Annual Report



2018



3487

Introduction

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

Peter George

Principal

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School background

School vision statement

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens.

School context

Wongarbon Public School with an enrolment of 57 students, 20% indigenous, is a small rural, village school with a committed staff, supportive community and an extended curriculum to broaden student opportunities and skill level.

As a 21st Century school it has embedded digital technologies to support student learning and engagement. The recent purchase of class sets of iPads and connection to Wi-Fi will further enhance and support this key learning.

In embracing the philosophy of every child, every opportunity, the school caters for the needs of all students, developing individual, personalised programs where required. Wongarbon Public School is an inclusive school that celebrates the success of each individual by fostering a positive and caring learning environment.

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.

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

Active and Engaged Learners

Purpose

To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become skilled, effective, motivated learners and confident, creative individuals.

To develop critical and creative thinking and communication skills in becoming 21st Century Learners.

To improve student learning outcomes as a result of the development and delivery of high quality, targeted teaching.

Overall summary of progress

85% of students demonstrating expected or beyond growth in both Literacy and Numeracy.

Teaching programs across all Stages indicate student adjustment and monitoring of differentiation impact regarding student progress on the Literacy and Numeracy Continuum. Teachers feel more comfortable making adjustments and utilising support staff effectively.

Year 3 students, on average, achieved higher bands in Literacy and Numeracy compared to 2017.

Students have engaged positively to mindfulness initiatives introduced in classes and behaviour issues and social interaction are calmer and more personally responsible.

Behaviour book notes sent to parents have reduced by 50% and there have been no student suspensions.

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 in the top two NAPLAN bands in Reading and Numeracy.	Student learning Support Officer funds	Due to very small cohort data <10, it was difficult to assess performance. However, growth data indicated percentages above the state average.
All students make value added growth across the Learning Progressions.		Consistent growth and progression was in evidence for all students.
Differentiation evidence in teaching and learning programs.		All staff reflecting on and including differentiation in teaching.
Improved levels of student wellbeing and engagement.		Strong student engagement and behaviour data much more positive.
60% of students achieving at, or exceeding year level in writing based on the Literacy Continuum.		40% of students achieved the benchmark of exceeding expected levels on the literacy continuum.

Next Steps

Continue with current practices and explore staffing and technology options to promote further growth and achievement of student outcomes.

Grouping structures are achieving positive results and will continue in 2019.

Writing continues to be an area of focus to further be developed using scaffolding and L3 strategies.

Strategic Direction 2

Teacher quality and pedagogical excellence

Purpose

To provide high quality pedagogy to the students of Wongarboron Public School through a range of evidenced based, contemporary teaching practices.

To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning within a flexible, reflective, relevant, dynamic and differentiated curriculum to meet the diverse needs of our students, staff and community.

Overall summary of progress

Teaching programs across all Stages indicate student adjustment and monitoring of differentiation impact regarding student progress on the Literacy and Numeracy Continuum.

Tracking of students K–2 with Early Action for Success data continuums has been significant in highlighting areas of student need and teaching focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of evidence informed pedagogy by all teachers.	\$6963	Current practices being employed in classrooms and use of Early Action for Success Instructional Leader.
Revised teacher supervision measure that includes lesson observations, program evaluation and evidence of professional learning with Performance and Development Plans being applied to teaching and learning once a term.		Performance Development Plans relating to and indicated in practice. There is a need to timetable more lesson observation times.
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and Principal Standards.		All professional goals align with Australian Professional teaching Standards and Principal Standards as well as reflective of the school plan targets.

Next Steps

Utilise data gained from teaching programs and classroom observation to determine areas of further training and development.

Source online opportunities for staff to further pedagogical best practice.

Further Teacher Programing concepts will need to be sourced in 2019.

The school may need to invest in more travel and accommodation to meet staff training needs which are not available locally.

Strategic Direction 3

Effective Connections

Purpose

To create strong, genuine, productive partnerships between the school, parents and community organisations to improve student wellbeing and outcomes within school and the broader community.

To engender a caring, tolerant, inclusive and collaborative school community while embedding a system of values and a culture of success.

Overall summary of progress

Successful network staff training days combined with other small schools.

85% of survey returns are satisfied with current communication practices, particularly detailed newsletters and school website information and galleries.

Unifying athletics days, SRC Leadership days and joint excursions with other schools.

P&C attendance increased by 30%.

Excellent attendance from parents and community members at school functions.

Positive, public recognition of student and staff achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student wellbeing and increased student engagement through the establishment of quality relationships.	\$3200	
Increased levels of innovative strategic community learning partnerships and consultation.		Well-being centred programs proved effective
Measured responses to 2018 introduced Facebook page.		Rejected by School Council and P&C
Increased timely parent/community response to school information, surveys, interviews, correspondence and school activities.		70% improvement of timely response. 75% of families attended parent interviews

Next Steps

Planning has commenced for similar collaborative small school activities in 2019.

P&C and School Council do not wish the school to use social media platforms to further communication.

Network schools are planning to share more resources and units of work.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15345	High performing Aboriginal students top 20% of grades
Low level adjustment for disability	\$16472	Individualised plans and support creating independence and confidence.
Socio-economic background	\$46869	Greatly broadened student experiences. Achieved 100% attendance through reduced costs for parents.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	37	37	37	32
Girls	33	27	23	20

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	93.9	94	92.4
1	93.2	90.8	93.9	93.9
2	97.5	94.6	94.9	95.7
3	92.7	97.4	94.9	92.8
4	92.8	94.4	97.7	94.5
5	95.9	96.1	97.4	95.2
6	92.1	94.4	93.8	95.6
All Years	94	94.7	95.4	94.2
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

Students not providing a parent/caregiver note explaining their absence or contact not made with the school by the parent/caregiver explaining a student absence will be sent home a reminder note.

If the unexplained absence remains, contact by the principal will be made to the parents/caregivers.

If the issue is not resolved the the Home School Liaison Officers will be contacted.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.5
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*Full Time Equivalent

During 2018, 15% of the school's workforce was 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	0

Professional learning and teacher accreditation

School based learning opportunities, consultancy support, network meetings and workshops were accessed by all staff. The major professional learning initiatives undertaken by staff on and off site in 2018 included;

- Recognition and Management of Anaphylaxis
- Cardio Pulmonary Resuscitation training
- Child Protection update
- Teacher programming
- School Communities Working Together
- Progressions
- Trauma
- Behaviour management
- PLAN
- Transgender
- First Aid
- Drumming workshop/ well-being
- Early Action for Success
- SAP HR Payroll
- Electronic Financial Planning Tool (eFPT)
- Adobe Experience Manager (School Website Service)
- Integration

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	124,692
Revenue	809,562
Appropriation	793,951
Sale of Goods and Services	239
Grants and Contributions	14,562
Gain and Loss	0
Other Revenue	0
Investment Income	810
Expenses	-828,628
Recurrent Expenses	-828,628
Employee Related	-723,548
Operating Expenses	-105,080
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,066
Balance Carried Forward	105,626

The Financial Summary Table depicted above is not fully reconciled. Awaiting reconciliation of outstanding casual salaries paid, which will be realised by early 2019.

The school is moving towards new online SAP (Systems, Applications and Processes) Human Resource Tools in 2019 and currently operating the electronic Financial Planning Tool (eFPT).

The main area of expenditure occurred in 2018 in Information Technology. One LED Signage Board – \$11250 and two Promethean Smartboards – \$17272. were purchased.

In 2019 we are looking to making provision for the purchase and erection of a new boundary fence on the western side of the school.

The school has strict financial management processes in place and governance structures to meet financial policy requirements.

The Wongarbron Public School School Council oversees the school budgeting and expenditure.

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	629,525
Base Per Capita	11,602
Base Location	13,762
Other Base	604,161
Equity Total	78,687
Equity Aboriginal	15,345
Equity Socio economic	46,869
Equity Language	0
Equity Disability	16,472
Targeted Total	0
Other Total	74,440
Grand Total	782,651

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.

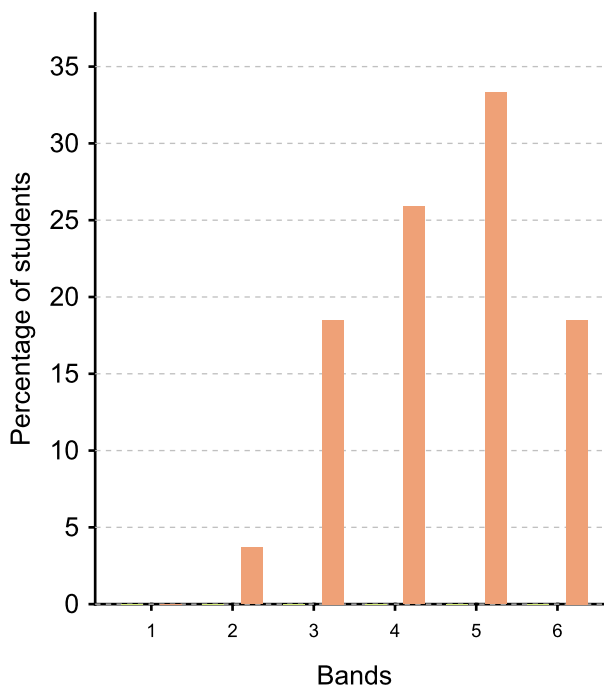
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Due to cohort numbers in both Year 3 and Year 5 being less than ten students, grade graphing data is not available.

Year 3 and Year 5 students achieved very good results in comparison to students throughout the state and Year 5 students achieved growth significantly above the state average in Grammar and Punctuation, Reading and Writing.

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.7	0	22.2	22.2	29.6	22.2

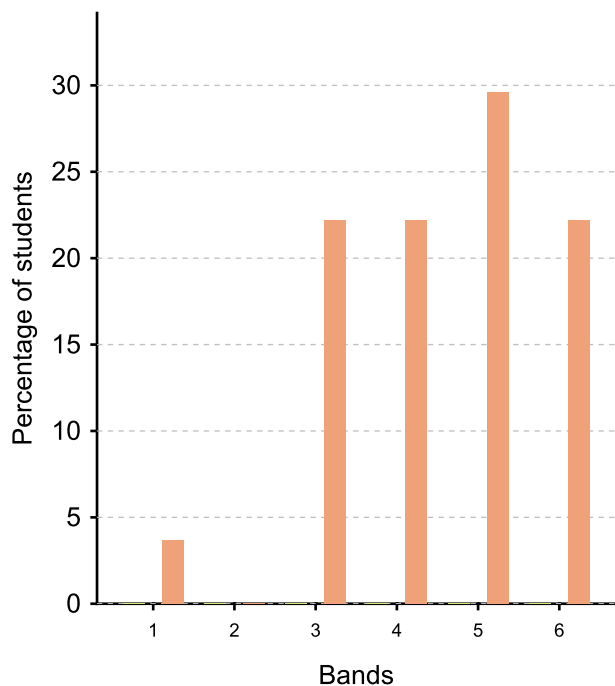
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2016-2018

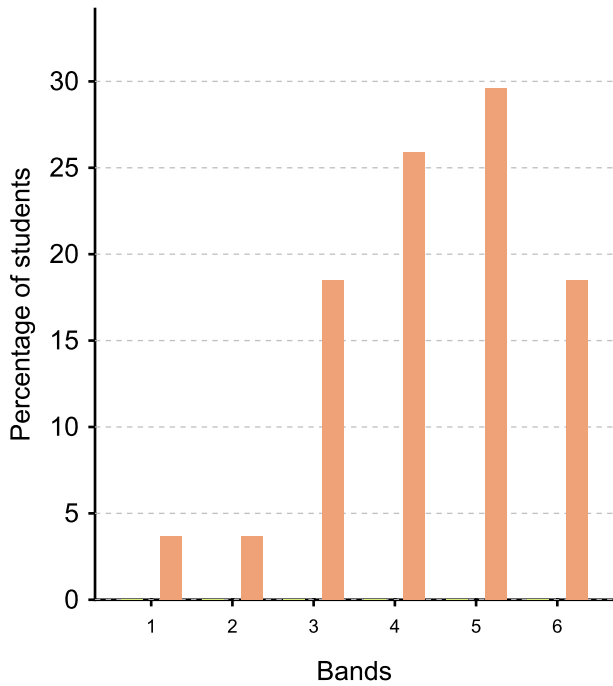
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	3.7	18.5	25.9	33.3	18.5

Percentage in bands:
Year 3 Grammar & Punctuation



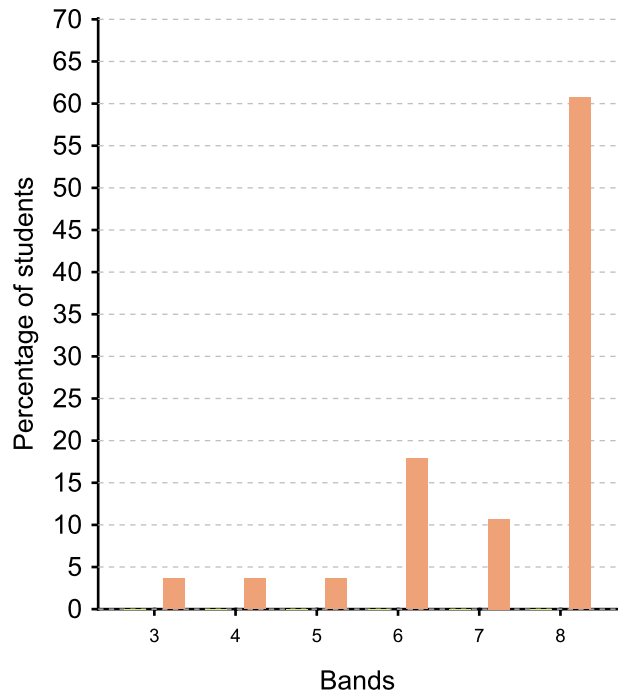
■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.7	11.1	37	29.6	14.8	3.7

Percentage in bands:
Year 5 Grammar & Punctuation

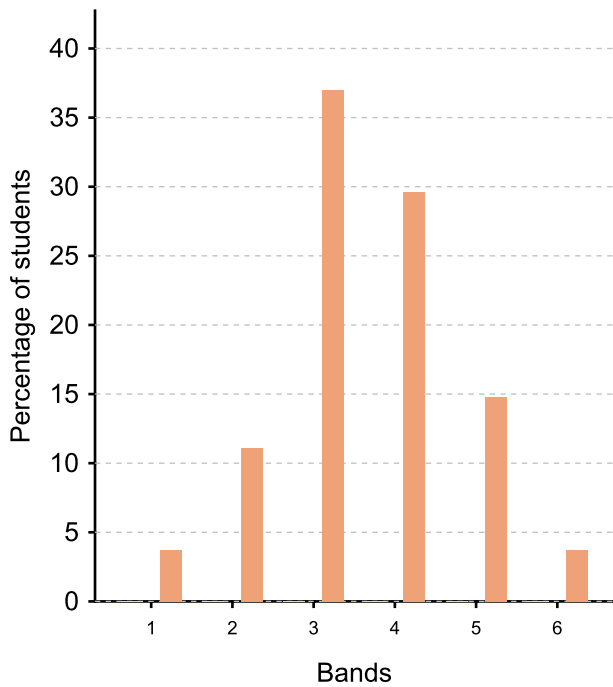


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.7	3.7	18.5	25.9	29.6	18.5

Percentage in Bands
School Average 2016-2018

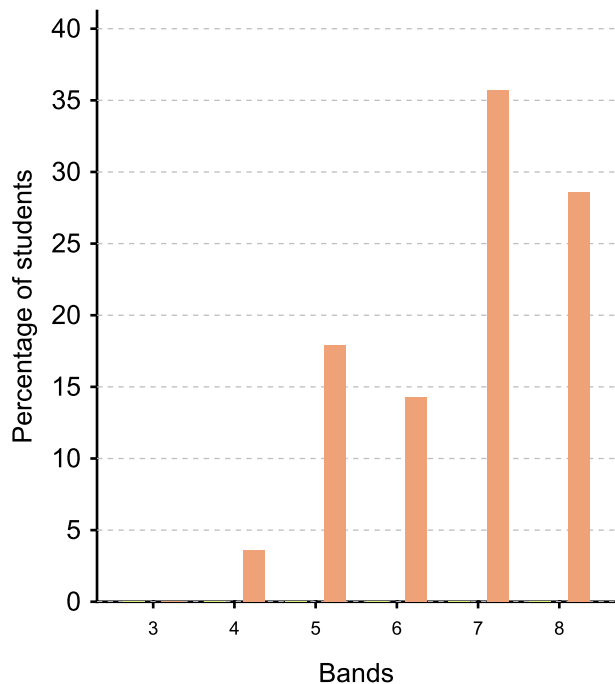
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	3.6	3.6	3.6	17.9	10.7	60.7

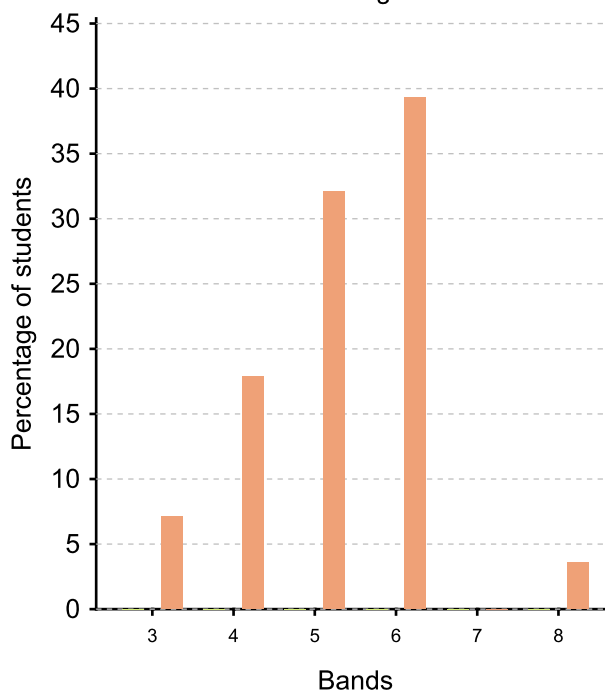
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	3.6	17.9	14.3	35.7	28.6

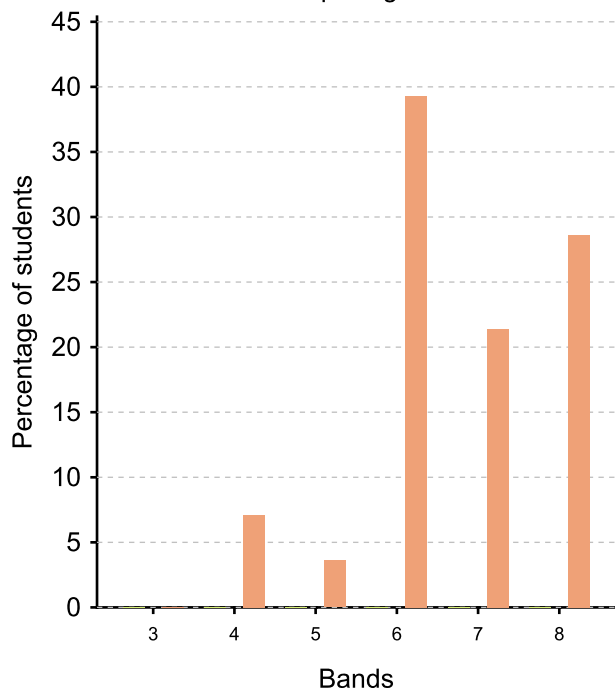
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.1	17.9	32.1	39.3	0	3.6

Percentage in bands:
Year 5 Spelling

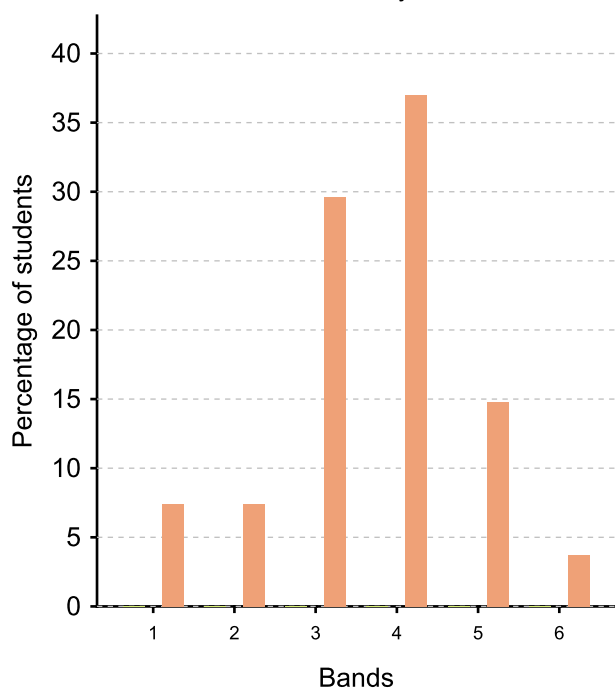


Percentage in Bands
School Average 2016-2018

Due to cohort numbers in both Year 3 and Year 5 being less than ten students, grade graphing data is not available.

Year 3 and Year 5 students achieved very good results in comparison to students throughout the state and Year 5 students achieved growth significantly above the state average in Numeracy.

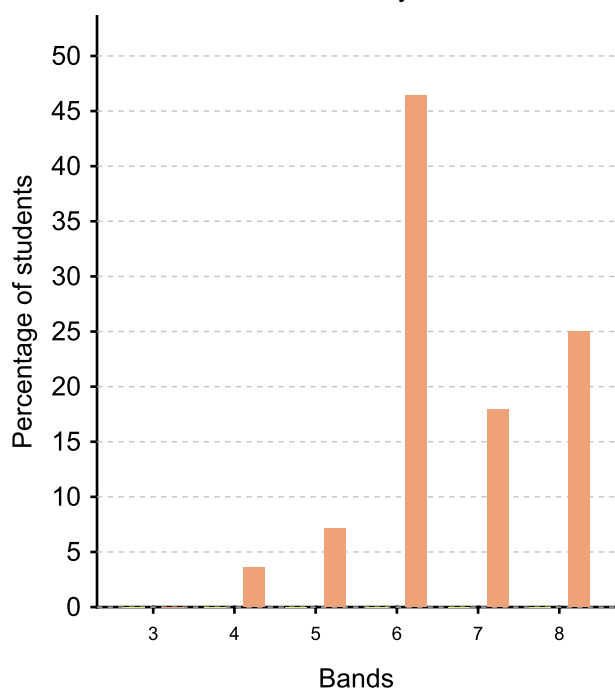
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	7.4	7.4	29.6	37	14.8	3.7

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	0	3.6	7.1	46.4	17.9	25

Wongarbon Public School has endeavoured to meet the Premier and States goals by:

- Providing more explicit teaching and use of ICT across all Key learning Areas;
- Maintaining a regular fitness program to facilitate healthy lifestyle;
- 100% of Aboriginal students in the top two bands in Reading;
- 100% of Aboriginal students in band three or above in Writing, Spelling, Grammar and Punctuation and Numeracy

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Parents and staff support and work together to ensure a strong ethical and consistent student welfare policy;
- The whole school community believes that the school sets high standards in regard to manners and respect;
- 88% of students believe that teachers are fair and consistent;
- Parents support the positive acknowledgement of students through assembly, reading, sporting and Presentation Night awards;
- 90% of the community believe they are well informed of all activities and processes within the school.
- Access to quality training and development is valued by the staff although more training opportunities need to be sourced to support Professional Development Plans and the school plan;
- The parent bodies, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a positive welcoming atmosphere;
- That the extracurricular activities, incursions and excursions provided by the school are valued by 90% of parents and 100% of students;
- Wongarbone Public School is highly regarded and has a very good reputation in the local and wider community; and
- The community believes that the school is innovative and has a happy, caring environment;

Policy requirements

Aboriginal education

Wongarbone Public School had a 17 % enrolment of Aboriginal students in 2018 and maintained close partnerships with parents and the indigenous community.

A weekly Indigenous Cultural and Language program was introduced in 2018 with students engaged in several learning experiences throughout the year. Each class weekly was able to participate in a 30 minute interactive lesson. All students were actively involved and motivated and participated in a unique NAIDOC celebration which included special speeches by Elders and language, singing and song performances by the students.

Teaching staff created and implemented Learning Support Plans for students with an Aboriginal or Torres Strait Island background. These were developed in consultation with other staff and parents/caregivers to

establish goals and strategies.

Acknowledgement of country and the traditional custodians of the land was introduced to assemblies and school gatherings in 2017 and a new flag pole was erected to accommodate the Aboriginal Flag which was raised after the National Flag each morning assembly.

These have continued throughout 2018 and are respectfully performed by our school leaders. Parents of Aboriginal or Torres Strait Islander background are delighted with the recognition demonstrated.

Multicultural and anti-racism education

During 2018, all students undertook a major study of Poland. The senior students produced high quality slide show projects using the internet and other reference materials, whilst Years 2/3 produced posters and K/1 prepared flags of Poland.

The students enjoyed a presentation by a guest speaker Maczyanka, who gave an in depth perspective of Poland from its origins to present day.

Our local Wongarbone Country Women's Association (CWA) members took the effort to dress in Polish dress and create an intriguing display table which added hugely to the atmosphere of the occasion. But, of course, the additional highlight was the amazing sample of tasty treats that the CWA had prepared as samples of Polish cuisine. The children and staff were delighted to have such delectable food samples to enjoy over recess. Two students' work was selected to be sent on to the Group level for further judging.

Teachers have been perceptive in choosing class books which are strongly focused on racism issues. 'Behind the News' also provides a stimulus for profound discussion on racism and other cultures. Student activities incorporating these themes include acceptance and inclusiveness which was evident in their writing, artwork and research.

All classrooms have Anti-racism posters and information displayed for students.