

# Wingham Brush Public School

## Annual Report



2018



4575

## Introduction

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

Kylie Seaman

Principal

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## Message from the Principal

At Wingham Brush PS the education of students is seen as a partnership between parents, staff and students. What we do each day has a positive impact on the futures of the young people in our care. Our staff are deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them. To do this takes determination, hard work and a commitment to the pursuit of excellence. I thank all of our teaching and support staff who have invested so much of themselves and their tremendous expertise in the pursuit of this vision for the benefit of our students and our school. I count myself extremely privileged to work with such a dedicated team.

This year we have had a focus on writing, with teachers working together to explore stimulus and rich texts that develop a love of literature and desire to write. Teachers have enthusiastically embraced the idea of creating opportunities to problem solve and discuss their strategies and solutions specifically in the area of Mathematics. When given the opportunity our children will amaze us with their thoughts, understanding of the world and absolute pearls of wisdom.

Our school believes in quality teacher practices. These beliefs underpin our school policies, programs and practices. We have high expectations. Our classroom programs focus on the continuous improvement of student learning outcomes.

To all parents and caregivers, I thank you for your passionate support of all things Brush and for giving us the opportunity to work in partnership with you to give the greatest gift of all, for all of our children – the gift of education.

Our P&C have given tirelessly of their time and expertise for the enormous benefit of our students, providing valuable services and resources to our school. This year the community have been overwhelmingly supportive and generous in our endeavour to transform our basketball court. The amount raised through fundraisers and grants is staggering. Our broader community members have been invaluable in their support to our school and assist in making learning for our students rewarding and fun. Thank you for your continued commitment and generosity.

2018 has seen many positive outcomes both challenging and rewarding. The stage is set for an exciting time of growth and innovation in 2019. As we move forward I am confident that our reputation as an outstanding school will continue to grow and our students will continue to achieve their personal best as well as represent themselves, their families and their school with pride.

Thankyou for a fabulous and rewarding year. I consider myself very fortunate to be the Principal of Wingham Brush and look forward to witnessing our students develop flourish and succeed.

# School background

## School vision statement

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all student's education to inspire, challenge and empower resilient, self-motivated students. Our supportive staff and engaged community are committed to delivering a rich, inclusive, holistic education in a safe and nurturing environment.

## School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated 12 km west of Taree, with a population of approximately 4 000 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush – a small pocket of rainforest with attractive boardwalks. It is also home to a large colony of grey-headed flying foxes.

Our structure consists of 9 regular and multi-grade classes. Each classroom is equipped with interactive technology supporting quality teaching and providing a modern learning environment for all students within our heritage buildings.

Our school is supported by the Taree Aboriginal Education Consultative Group (AECG). 12% of our student population are of Aboriginal background.

# 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 we have had a focus on Wellbeing, Curriculum and Assessment. Staff have engaged with the evaluation and refining of our wellbeing practices in order to improve student engagement and develop more resilient and responsible students. Staff analysed data to determine the areas of greatest need and developed quality programs and approaches that addressed student needs both in the classroom and the playground. Teachers employed research based study to evaluate their classroom environments and the changing needs and learning styles of students. Staff embraced elements of flexible seating with a view to building their capacity to engage more productively with future elements. Assessment of playground activities and levels of engagement and pride in the school were analysed and addressed. Teachers regularly examine student performance data with a focus on formative assessment as evidenced through PLAN data, stage discussions and programs. School intervention programs addressing specific student needs have improved student self-esteem, engagement and an increase in students achieving targeted outcomes. L3 is supported and delivered across all early stage one and stage one classes, including targeted planning, differentiation, modelling, tracking and assessing, and feedback to students with the expectation that this will be reflected in future NAPLAN results in literacy.

In the domain of teaching we have focused on the elements of Data Skills and Use, Learning and Development. Specific and targeted professional learning is reflective of the school plan and needs of students in classrooms. Teachers, K–2 are undergoing professional development in L3 and explicit targeted instruction including data collection and analysis supported by school leaders including the instructional leader. Staff across all stages have undergone professional learning in Numeracy, specifically daily number talks and explicit instruction in writing and using the syllabus and progressions to guide and inform teaching programs.

In the domain of Leading, we have focused on Instructional Leadership and Continuous Improvement. Our priorities have been to improve the leadership teams processes and delivery of professional learning and performance management. The leadership across all stages, including the instructional leader have facilitated whole school improvement through mentoring and developing a professional learning community within the school focused on continuous improvement of teaching and learning. The delivery of the writing initiative and Building Numeracy Leadership (BNL) has improved the capacity of leaders to build a collegial and collaborative culture, inspiring and motivating staff to focus on quality teaching and learning and implementing new practices.

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

### Successful Learners

#### Purpose

Teachers know their students and how they learn. Teachers have high expectations, differentiating curriculum delivery to meet the needs of students.

#### Overall summary of progress

Executive delivered professional learning to teaching staff specifically addressing writing and numeracy. Teachers engaged in professional learning around the progressions with a focus on creating texts, quantifying numbers and additive strategies. Staff were supported in developing assessments and collating quality data that informed practice. Teachers plotted students in the three targeted elements in PLAN2. Timetabled opportunities for collaborative sharing increased levels of understanding and established consistency across classes and the stages. Staff analysed student work samples and discussed the inconsistencies in their specific evaluations. They reviewed the need for rubrics and the use of this data in guiding their learning programs. SENA and PAT was administered across the whole school and used as base line data. Stage based assessments were administered across K–6. Data collection was used to guide class formations for 2019.

Leaders developed effective instructional leadership skills through the delivery of high quality professional learning and mentoring, including demonstration lessons and team teaching across all stages. Leaders proactively supported collaboration and capacity of staff in their delivery of explicit writing lessons using rich literature. All grades participated in the cycle of lesson study around writing lessons, using a stage developed lesson plan and class student data. All teachers engaged in the delivery of number talks on a daily basis to allow students to articulate their thinking, share with peers and take risks in their learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN data indicates student growth is equal to or greater than the average SSG in writing and numeracy.	Allocation of Professional Learning funds to build teacher capacity in understanding and supporting student learning	NAPLAN results show that Numeracy and Writing are 12% below the state expected growth. Staff are engaged in professional learning in explicit writing and lesson study and daily number talks.
Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.	Allocation of Professional Learning funds to build teacher capacity in understanding and supporting student learning.	Staff collected data and their understanding of the progressions to inform the plotting of students progress in PLAN2, specifically the areas of Creating texts, Quantifying numbers and Additive strategies.
Evidence against the SEF validates growth from delivering to sustaining and growing in the areas of the elements of learning culture, differentiation and assessment and reporting.	Instructional Leader working with teachers 3 days a week  Allocation of Socio economic funds to enable the school Learning and Support Co-ordinator role.	Class teachers used PLAN data, along with formative assessment data to inform the teaching and learning cycle for their students.  L3 teaching strategies are implemented across K–2 classrooms, which has had a positive impact on all components of literacy.  All teachers participated in lesson study and collaborated in the planning and assessing of student writing.

## Next Steps

Staff require further guidance and time to develop an understanding of data sources that have the greatest impact on informing practice. Leaders to deliver professional learning to support teachers in more effective use of the collected data to drive future planning.

Teachers value the opportunity to collaborate and share their class data and discuss how to best meet the needs of their students. To facilitate this in 2019, timetabling in the school provides time for teachers on the same grade to plan and program together on a regular basis. This will be supported by the continuation of regular co-planning and co-teaching with assistant principals and the instructional leader and stage planning days.

Support will be given around the implementation of the progressions in the areas of creating texts, additive strategies and quantifying numbers, reading and place value to inform differentiated teaching.

Continuation of the delivery of professional learning in numeracy and implementation of number talks on a daily basis with a focus on differentiation..



## Strategic Direction 2

### Innovative Visible Learning

#### Purpose

Build capacity of teachers and leaders that enables evidence to be used to create effective high quality instruction and student growth.

#### Overall summary of progress

Stage planning days were organised for curriculum planning. Scope and sequences and assessment tasks were developed which aligned with reporting documents and discussions focussed on consistent teacher judgement. Teachers engaged in targeted professional learning to develop confidence and capacity in the delivery of quality, differentiated teaching and learning in literacy and numeracy. Executive delivered professional learning around the National Literacy and Numeracy Progression, number talks and explicit instruction in writing to all teachers. Stage co-planning of lessons around rich text and writing, followed by peer observations enabled teachers to reflect on the effectiveness of their practice and respond to collegial and supervisor feedback.

2018 was the first year of the school's journey in Visible Learning. As the foundation year, the priority was for staff to participate in professional learning and develop their knowledge and understanding of Visible Learning. An Evidence in Action plan was developed by the executive team that strongly focussed on the collecting of baseline data to inform the plan and support to teachers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of classrooms use success criteria and effective feedback to students in writing and numeracy to improve learning outcomes.	Allocation of funds and timetabling of human resources to enable regular teacher collaboration and planning.	Small number of teachers engaged with learning intentions, (WILF, WALT) Lack of time in delivering specific and regular PL around Visible Learning restricted the collection of valid data.
Demonstrated individual student growth equivalent to one year or more evidenced through Progressive Achievement Tests (PAT) in literacy and numeracy.	Allocation of low socio economic funds to engage SLSO support and executive support in classrooms.	Funding was used to employ Learning Support Officers to deliver Quick Smart and QuickLit intervention programs to targeted students, to further support the implementation of quality, personalised literacy and numeracy programs.
Improvement in teachers' skill and capacity to use a multitude of data sources to optimise student learning in Literacy and Numeracy.	Allocation of Professional Learning funds to teacher capacity building in understanding and supporting student learning.	All teachers plotted all students against the specific progressions, Creating Texts, Quantifying Numbers and Additive Strategies. Staff acknowledged the need for quality assessments and data to inform practice and reports.

## Next Steps

Ongoing Professional Learning is required to further develop skills in plotting students on the progressions. Stage teams will continue to collegially develop quality assessment tasks. Teachers will have opportunities to co-plan, teach and reflect with their colleagues around the impact of their teaching on student learning and analysis of student data.

Throughout the second year of Visible learning, the school will consolidate processes around the use of learning intentions and success criteria through regular learning walks. All staff will have the opportunity to participate in learning walks, gaining the opportunity to observe practice in classrooms across the school. Feedback will be provided to teachers following each learning walk.



## Strategic Direction 3

Resilient, Responsible Citizens

### Purpose

To promote and embed a positive inclusive culture of respectful relationships across our learning community to develop successful, confident and resilient learners.

### Overall summary of progress

Connections with the community were strengthened through the shared community event 'Touch of Brush'. Local community groups, including the AECG, Neighbourhood centre, Circartus, National Park Rangers and the school community put together a celebration of the Wingham Brush Reserve. The event brought visitors from out of the area and locals together to highlight and embrace the reserve. The students transformed the hall into a rainforest night walk experience. Visitors walked through the display with torches enjoying rainforest sound effects and student creations. Circartus performed as giant creatures throughout the two days. The event was highly successful.

Staff have engaged in professional learning around the Wellbeing Framework and developed a deeper understanding of its implication and application in our school. Through the collection and analysis of school wide data the staff have reviewed the current Discipline Policy and are collaboratively developing a comprehensive and inclusive policy in line with the wellbeing framework.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student resilience and confidence, engagement and sense of belonging.	Low socio economic funds to purchase resources for initiatives such as wellbeing journals and manuals, equipment for specific areas	Formation of Student Representative Council across grades 1–6 to encourage and foster student voice and wellbeing practices.  Student School Leaders attended the Young Leaders Conference to inspire students to make a positive contribution to their school and empower and educate them about the need to grow in knowledge and practical skills in the areas of excellence and leadership.
The school self evaluation against the School Excellence Framework is able to evidence growth from <i>delivering</i> to <i>sustaining and growing</i> in the learning domain element of <i>wellbeing</i> .	Low socio economic funds to purchase resources for initiatives such as wellbeing journals and manuals, equipment for specific areas	Data was collected from a range of sources including students, teachers and parent Tell Them From Me Surveys, SENTRAL, Staff/Parent Feedback, focus groups and observations to monitor and refine the whole school approach to wellbeing and engagement.  Response to the analysis of data led to staff focused wellbeing and practical improvement of the learning environment including the introduction of the 'Chill room' for students.
The school is able to evidence growth from <i>delivering</i> to <i>sustaining and growing</i> in the Leading domain element <i>Educational leadership</i> .	Allocation of Professional Learning funds to teacher capacity building in understanding and supporting student behaviour.  Professional Learning funds to build capacity of executive staff in mentoring and Instructional leadership around school plan priorities.	Staff have been provided with ongoing and quality instructional leadership, delivered through the executive team, across numerous areas.  K–2 have been engaged in L3 training and implementation under the guidance of the EAfS Instructional Leader.  Professional Learning across K–6 has been focused on building the capacity of teachers in the delivery of effective pedagogy in the areas of number talks, explicit writing, data collection, progressions and programming. Executive have

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school is able to evidence growth from <i>delivering</i> to <i>sustaining and growing</i> in the Leading domain element <i>Educational leadership</i> .		facilitated whole school delivery, team teaching, demonstration lessons and lesson study modes of instruction to teachers.  Executive team have engaged in professional learning to build their capacity to deliver the key initiatives across the school to facilitate whole school improvement.

## Next Steps

Strengthening student wellbeing will continue to be a focus for the school in 2019 with professional learning for teachers focusing on programs and activities to foster wellbeing and mindfulness. Positive engagement with our community is a high priority and will continue to be so, with ongoing community engagement and greater utilisation of local community resources to increase cultural awareness for all students.

In 2019, we will continue to rebuild our Wellbeing Policy with emphasis on the systems and practices around developing a positive learning environment. Wellbeing Journals and supporting teacher resource manuals will be implemented and delivered across all grades K–6. Student Representative Council will continue with a stronger emphasis on student voice.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Engaging SLSOs to target and support students 4–6 in literacy and numeracy intervention programs.	Funding was utilised to provide time for teaching staff to develop Personal Learning Plans. Aboriginal students were supported in their development of PLP's and contact with family was consistent and regular. Targeted students participated and made substantial progress in intervention programs, specifically QuickSmart, QuickLit and MultiLit.
<b>Low level adjustment for disability</b>	<p>Additional learning programs to support students with specific learning needs eg writing groups, language support, social support.</p> <p>Provide additional support for students requiring adjustments</p>	<p>Targeted students had their needs managed and supported through various sources. SLSO were employed to support students with improving social skills and extra support across the curriculum. SLSO were employed to support both in and out of the school setting.</p> <p>Chill room was established to better accommodate students having difficulty in the playground. A sand pit was installed and revision of the playground supervision improved the needs of the students. Executive will continue to provide explicit and ongoing support to teachers in the areas of differentiation and managing trauma and a range of behaviours in the classroom.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation has been allocated to supporting the first two school strategic directions.	Executive supported staff and increased their capacity across a range of areas including explicitly teaching writing, number talks and programming. Teachers are actively engaging in the strategies and student results indicate positive impact on student progress. There has been an increase in collaborative practice including lesson study and stage planning. Teachers are valuing and responding positively to the support and delivery model. Teachers are actively engaging in the strategies and student results indicate improved student outcomes and engagement.
<b>Socio-economic background</b>	<p>Socio-economic background funds were allocated to supporting the implementation of our Learning and Support Co-ordinator role, SLSO support in classrooms and playground.</p> <p>Allocation of funds to release leaders and teachers in building teacher capacity understanding and supporting student learning and addressing the school strategic directions.</p>	<p>Funding was used to employ Learning Support Officers to deliver Quick Smart and QuickLit intervention programs to targeted students. To further support the implementation of quality, personalised literacy and numeracy programs, SLSO provided support in the classroom for small groups and individuals.</p> <p>Executive mentored staff and increased their capacity through professional learning, demonstration lessons and lesson study. This was across a range of areas including explicitly teaching writing, number talks and programming.</p> <p>Teacher feedback indicated that executive support and mentoring in the classroom increased their capacity to deliver quality lessons in literacy and numeracy.</p> <p>The school engaged an additional School Administration Officer (SAO) 2 days per week, to support efficient and effective</p>

<b>Socio-economic background</b>	<p>Socio-economic background funds were allocated to supporting the implementation of our Learning and Support Co-ordinator role, SLSO support in classrooms and playground.</p> <p>Allocation of funds to release leaders and teachers in building teacher capacity understanding and supporting student learning and addressing the school strategic directions.</p>	<p>community engagement. As a result the school newsletter, website and other community based correspondence were enhanced.</p>
<b>Support for beginning teachers</b>	<p>2018 Funding for beginning Teachers has supported a contracted temporary teacher. (\$13648)</p>	<p>Additional Release From Face to Face teaching has been allocated to beginning teachers to allow for mentoring opportunistic, collaborative evaluation of programs and to support the accreditation process at proficient level.</p> <p>The funds allocated to school have also been used to support additional professional learning opportunities for teachers to ensure they are using current teaching practices and embedding quality teaching activities for all students. Two early career teachers achieved accreditation.</p>



## Student information

end of year Presentation Day.

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	106	96	99	96
Girls	108	101	100	94

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	96	95.1	90.1
1	91.7	94.9	96.2	92.7
2	91.2	92.5	89.9	94.6
3	93.3	92.1	92.3	89.7
4	92.9	94.9	88.5	90.4
5	91.8	93.6	90.6	91.9
6	93.9	91.9	90.2	91.1
All Years	93	93.7	91.4	91.4
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 is monitored weekly. Students' whose attendance is causing concern is followed up by:

- Phone calls to parents/carers
- Letters to parents
- Referral to HSLO.

Student attendance is encouraged by:

- Regular discussion within classrooms and newsletters to promote the benefits of attending every day.
- Ensuring absences are explained promptly by sending SMS home each day for unexplained absences.
- 100% attendance certificates presented at the

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.92
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*Full Time Equivalent

In 2018, a new graduate Aboriginal teacher was appointed and the school employed an Aboriginal School Learning Support Officer.

### 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

The teaching staff at Wingham Brush Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Staff have participated in an extensive array of professional learning experiences, both within the school and beyond. This year has seen a rise in the provision of internal training utilising the expertise of our own staff. The lesson study model was used across the school to allow teachers to plan, teach, reflect and evaluate in stage teams.

Mandatory sessions on child protection were also held to provide an update for staff. Staff attended

conferences and courses provided by external providers and also participated in professional networks.

The teaching staff also completed the following mandatory compliance training programs

- Protecting and Supporting Children and Young People,
- First Aid training,
- CPR training.
- Anaphylaxis and Asthma training
- Code of Conduct

Two teachers completed maintenance of accreditation at Proficient with the New South Wales Education Standards Authority (NESA).

The School Administration Manager and School Admin Officer had extensive training in LMBR and its implementation

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	231,282
<b>Revenue</b>	2,168,251
Appropriation	2,121,266
Sale of Goods and Services	1,254
Grants and Contributions	43,328
Gain and Loss	0
Other Revenue	0
Investment Income	2,403
<b>Expenses</b>	-2,126,295
Recurrent Expenses	-2,126,295
Employee Related	-1,921,190
Operating Expenses	-205,104
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	41,956
<b>Balance Carried Forward</b>	273,238

The school financial monitoring is undertaken through the finance team with planning and decision making embedded into school executive meetings. School

spending is also shared with community through regular reports and discussions at our P&C meetings. Consultation with school staff assists with prioritising and allocating funds to school projects. School finance management in 2018 has been supported through ongoing staff training and support in the new financial management systems. This has resulted in some key learnings that will contribute to greater confidence in financial management in 2019. School funds supported all strategic directions in 2018 .

### 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>	1,386,771
Base Per Capita	38,480
Base Location	2,789
Other Base	1,345,501
<b>Equity Total</b>	324,305
Equity Aboriginal	28,975
Equity Socio economic	169,664
Equity Language	0
Equity Disability	125,665
<b>Targeted Total</b>	60,741
<b>Other Total</b>	162,201
<b>Grand Total</b>	1,934,016

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.

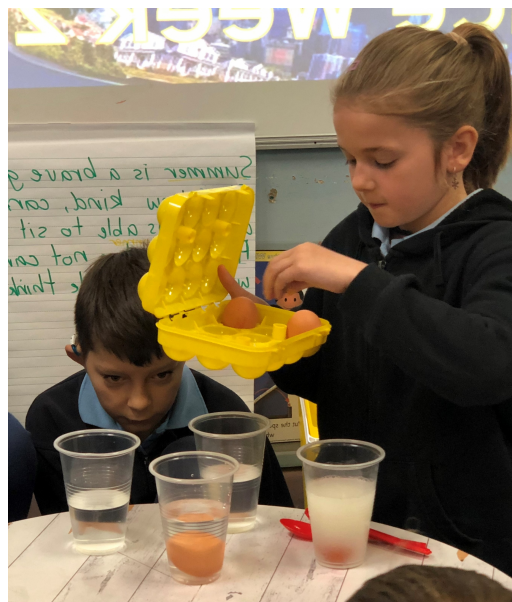
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In 2018, 39.3% of Year 3 students were in the top two bands, Band 5 and 6, for reading. there was 37% in the middle bands. Our school increased the percentage of students in the top bands in reading by 18%. In Year 5, 22.2% of students were in the top two bands, Band 7 and 8, in reading. There was 38% average across literacy areas At or Expected Growth for Year 5 students. 50% at or above in reading. Year 5 students performed better in Grammar than the SSG and improved by 16% to the previous year.

Year 3 Numeracy results indicated 39.3% of students in the top two bands. There was a growth of 27% from the previous year and matched the state. Year 3 Numeracy results showed positive growth in comparison to the state which experienced negative growth. Year 5 numeracy results showed 14.8% in the top two bands, which is a steady increase over the past 4 years. Year 5 numeracy results were below state average. 38.5% of students were at or above expected growth.

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.

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. The Year 3 and Year 5 Aboriginal student numbers were not significant enough to report upon. The number of students who sat the assessment was less than ten, and hence not reportable.



## Parent/caregiver, student, teacher satisfaction

Wingham Brush Public School conducted surveys to gather information about school culture. Students, staff and parents completed 'Tell Them From Me' survey.

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. There is frequent communication between the school and parents by informal interview and telephone communication, class online applications and Skoolbag.

A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be 'parent friendly'. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff.

Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.

In 2018, the Kindergarten orientation program was strengthened with orientation for students and information meetings and packages for parents. Comprehensive collaboration with parents of students with special needs was arranged and implemented for students starting in 2019.

Many students need help in developing positive friendships and resolving conflicts in constructive ways. Teacher professional learning on cooperative group work, technology and differentiated learning will increase the focus on catering for the learning styles and diverse learning needs and interests of all students.

## Policy requirements

### Aboriginal education

Wingham Brush Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. We promote respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- Celebration through NAIDOC day activities in collaboration with the high school and community of Wingham small schools.
- Received funding to support the learning of students with an Aboriginal background. Personalised learning plans were developed for all Aboriginal students in consultation with parents and carers.
- Significant SLSO time enabled students to better engage with classroom programs and to participate in school wide activities. Enhancing engagement has resulted in attendance patterns for Aboriginal students in line with those of their non-aboriginal peers.
- The school is supported by the Taree Aboriginal Education Consultative Group and this communication enhances the schools vision for Aboriginal students.



### Multicultural and anti-racism education

Multicultural education relates to a wide range of school activities that involve students in opportunities that encourage understanding, tolerance and acceptance for those who are from different cultures and backgrounds to themselves. Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and

develop understandings of cultural, linguistic and religious difference in others. History and rich literature provides a vehicle to study other cultures, encouraging attitudes of respect for diversity.

Whole school participation in Harmony Day activities. Harmony Day has embedded itself as a key date in the school calendar and is well supported by students and their families. As part of the Wingham Brush Public School roles and responsibilities, a staff member was fulfilled the designated role of Anti-Racism Contact Offer (ARCO).