

Wingham Public School Annual Report



2018



7314

Introduction

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

Rita Pittman

Principal

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School background

School vision statement

Wingham Public School is a school of excellence that promotes a positive and respectful learning environment. Through a commitment to learning and high expectations, our passionate and inspired teachers work in collaboration with students and the community. We take a personal and collective responsibility for the growth of each individual.

School context

Wingham Public School is situated on the town's outskirts. It is distinguished by its well-equipped buildings, facilities and commanding rural views, encompassing an area of five hectares. There are 211 families with a total of 305 students. Of these 153 are male and 152 are female. 56 students identify as Aboriginal or Torres Strait Islander. The school Family Occupation and Educational Index (FOEI) is 130 with 78% of families falling within the lowest two Socio Economic bands. The school structure consists of 13 classes, seven are regular and six are composite. The Early Action for Success (EAfS) initiative is embedded in the schools core business with the ongoing employment of an Instructional Leader and Intervention teacher. The school has adopted the EAfS model to develop the capacity of staff in Stage 2 and 3. The school has developed a range of quality programs to meet the needs of the students including; Positive Behaviour for Learning (PBL), a comprehensive Aboriginal language and cultural program, a school wide health and physical education program, a structured social skills program and a Student Representative Council.

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 Framework domain of **Learning** we have identified ourselves as **Sustaining and Growing**. There is a demonstrated commitment to strengthening learning priorities based on the school strategic directions. In 2018 the school focused on implementing evidence based teaching practices to make learning visible and to maximise student achievement. The school has demonstrated high expectations, challenging learning intentions and success criteria for every student as evidenced by teaching programs and student work samples. Teachers provide differentiated programs which describe expected student progression in knowledge, understanding and skills. A high functioning learning and support team provides direction and support for student learning and well developed evidenced based approaches, programs and assessment processes identify, monitor and review individual student learning needs. The school collects and analyses information to support students with successful transitions and collaboration with other schools and parents occurs to ensure continuity of learning for students at risk. Attendance data is regularly collected and information is used to inform planning. Attendance for students at risk is monitored and supports are implemented to ensure that attendance improves. The school continues to implement Positive Behaviour for Learning as a wellbeing practice. School expectations are firmly embedded across all playground settings and a solid foundation is now in place to extend this to classrooms.

In the School Excellence Framework domain of **Teaching** we have identified ourselves as **Sustaining and Growing**. Staff have continued to explore and implement the most effective teaching methods, with a high priority given to evidence based teaching strategies. This has included considerable professional learning for Visible Learning over the course of the year. We continue to ensure all K–2 staff are trained in Language, Literacy and Learning (L3) and that differentiation is embedded as part of quality teaching practice. Stage 3 have engaged in professional learning by participating in the Writing Initiative. The Positive Behaviour for Learning team continued rigorous professional learning to ensure this initiative continues to remain a focus for the school community. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture. Regular use of data has become integral to daily practice and contributes to the identification of students requiring tiered intervention. Extensive collaboration is evident across all areas of the school where formal and informal processes support improved teaching and learning practices. Professional learning and staff professional development plans within the school are aligned to the school plan and there are explicit systems for collaboration to sustain quality teaching practice.

In the School Excellence Framework domain of **Leading** we have identified ourselves as **Sustaining and Growing** across the aspects of Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and Processes. This is consistent with our 2017 self assessment. Emphasis is placed on instructional

leadership across the school to develop the capacity of all staff, which will contribute to whole school improvement. Wingham Public School executive continue to take leadership roles within the wider community. The Wingham Taree Assistant Principals' Collegial Leadership network continue to be led by our school Assistant Principal. One Assistant Principal became Relieving Principal at a small school to further his leadership skills. Clear processes with accompanying timelines and milestones direct school activity towards effective implementation of the school plan. Staff understand their role in addressing the school plan, strategic directions and meeting improvement measures to improve student outcomes. All school administrative staff and executive participated in substantial professional learning in Learning Management and Business Reform which included student administration, student attendance, SAP finance, SAP HR, and budgeting. The school budget is integrated with the school plan and processes within the school are aligned to the school strategic priorities.

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

Excellence in Classroom Practice

Purpose

- deliver inspired and passionate teaching based on a clear understanding of what works best for raising student achievement.
- foster quality teaching through effective collaboration and professional development providing a curriculum which meets students' needs.

Overall summary of progress

All staff participated in the Visible Learning Foundation day training which enhanced the understanding and philosophy behind the evidence based research. Staff and students are developing a deeper understanding of the characteristics of a "good learner". Executive staff attended Evidence into Action 1 & 2. Students and staff developed a common understanding of what a "good" learner looks and sounds like. Staff collected and analysed baseline data to determine effect size in Numeracy and Reading. Staff collaborated to determine the Learning Dispositions for Wingham Public School. Staff participated in professional learning summarising the dispositions and began a whole school focus on Mindset 1 "Persistence". Some common language of what good learners are is starting to emerge. The school delayed the continuation of Mindsets due to the fact that the Visible Learning team leader undertook a leadership role in another school for Term 4. The Instructional Leader (3–6) attended professional learning with the community of schools which focused on the Writing Initiative. The professional learning was then delivered to Stage 2 and 3 teaching staff. The Instructional Leader also modelled the writing strategies in classrooms. Student work samples were collected from Stage 3 to provide baseline data for writing. The teachers then utilised the modelled strategies within their classroom over a three term period. Student work samples were again collected and compared to the base samples. Significant improvement in student writing was evident.

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 to Sustaining and Growing</i> in the theme of internal and external measures against syllabus standards in the Learning Domain of Student Performance Measures	Instructional Leader 3–6 Professional Learning \$9833.13	35% of students achieved in the top two bands in Reading and Writing in Year 3 Staff K–6 have identified growth targets for individual students in reading, writing and numeracy.
The value added data in SCOUT demonstrates growth from <i>Delivering to Sustaining and Growing</i> in Literacy and Numeracy across K–3, 3–5, 5–7.	In school Professional Learning	The schools value add trend has remained consistent for the last 3 years.
The school is able to evidence growth to <i>Excelling</i> in the theme of Data Skills and Use from the School Excellence Framework	In school Professional Learning	The number of students achieving at proficiency standard in Year 5 Writing has slightly decreased since 2017.

Next Steps

Strategic Direction 1 for the 2018–2020 School Plan will continue to focus on Visible Learning. This will include the following steps:

- formation of a Visible Learning team to ensure sustainability of current plan
- continuing the implementation of Mindsets for Wingham Public School
- Introducing WALT (We are learning to), TIB (This is because), WILF (What I'm looking for) and WAGOLL (What a good one looks like)

- staff attending Visible Learning "Inside Series Workshops
- team leaders attending Visible Learning Conference
- information sessions for parents.

In 2019 the Writing Initiative will be moved to Strategic Direction 2 for further implementation. The 2nd process for Strategic Direction 1 will be "Using Data with Confidence." This will include:

- staff participating in professional learning including Using Data with Confidence in Education and SCOUT for School Planning, Reporting and Evidence Based Decision Making
- determining what data is currently being collected and why it is collected.
- determining how staff use data to inform practice
- planning and implementing whole school data collection to analyse, interpret and extrapolate data which is used to collectively inform planning, identify interventions and modify teaching practice.

Strategic Direction 2

Aspirational Learning Community

Purpose

- strengthen the school culture where leaders, teachers and students demonstrate a personal and collective responsibility to promote ongoing growth and best practice.
- ensure the school community is committed to the pursuit of excellence.
- ensure that school management and administrative processes, practices and systems facilitate student learning and are responsive to community feedback.

Overall summary of progress

2018 saw the continued development of instructional leadership across K–6. Staff gained a deeper understanding of the National Literacy and Numeracy Learning Progressions and regularly tracked student achievement in PLAN2. Teachers were given sufficient time to implement this new learning and the process of entering data. The timetable for Instructional Rounds was well developed to cater for professional learning opportunities for all staff. The process was clearly explained to all staff at meetings. Teaching staff continued to utilise the Instructional Rounds timetable and complete their evaluations of the observation to enhance their teaching practice.

A communication and engagement team was formed to build the school profile in the community and to strengthen communication between home and school. The Communication team leader attended the School Website Service professional learning and drafted the new school website, which went live in Term 3. The training also included a module on the Department of Education Writing Style Guide and an online module on accessibility. These modules were presented to all staff. The school community was surveyed in regards to more efficient communication methods. This resulted in the development of Wingham Public School SkoolBag app. Data informs us that the app has been downloaded by 216 people. 75% of staff also utilise the SeeSaw app which is an online learning journal.

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>Sustaining and Growing to Excelling</i> in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice, and in the Learning domain element of Assessment and Learning Culture.	Instructional Leader 3–6 including <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$57470.00) • Socio-economic background (\$78944.00) • Socio-economic background (\$29741.00) 	100% of teaching staff interpreted data and used this to modify intervention and classroom programs. Student learning goals are extrapolated from internal and external achievement data. Collaboration between stage teams and whole school initiatives continued to strengthen teacher quality and consistency when assessing, evaluating and writing teaching and learning programs.
An increase of staff and parents believing there is collective responsibility for student learning.	Skool Bag App SeeSaw App	100% of staff believe there is a collective responsibility for student learning and 100% of surveyed parents believe education is important and 98% discuss their child's progress.
The Family School Partnership Framework "School Assessment Tool" indicates growth from <i>Developing to Sustaining</i> .	School Assessment Tool	The Communication and Engagement team have developed a deeper understanding of the engagement strategies and have begun unpacking the Assessment Tool.
The school is able to evidence growth from <i>Sustaining and Growing to Excelling</i> in the Leading domain element of Educational Leadership.	Professional Learning \$3714.53	The school has embedded a continuous cycle for improvement through the implementation with 100% of staff participating in instructional rounds and PL that is in line with PDP's and the Schools strategic plan.

Next Steps

Strategic Direction 2 for the 2018–2020 School Plan will continue to focus on Instructional Leadership and Progressing Parent Engagement. This will include the following steps:

- employing an Instructional Leader 3–6
- providing time for Instructional rounds to improve classroom practice
- continuation of writing Initiative in Stage 3
- professional Learning " Leading and Sustaining a Quality Learning Environment
- completion of 360 degree Reflection tool
- planning and presenting community launch for Visible Learning
- trialling student, parent teacher interviews.

Strategic Direction 3

Connect, Succeed, Thrive and Learn.

Purpose

- provide opportunities for students that are appropriate, rigorous, meaningful and dignified.
- encourage individual and shared responsibility for student wellbeing which is underpinned by positive and respectful relationships where students are connected to their learning and experience a sense of belonging to school and community.

Overall summary of progress

Staff completed the Self Evaluation Tool, which was conducted by Assistant Principal Positive Behaviour for Learning. This resulted in the school being ready for Tier 2 Intervention Classrooms. Four members of the team completed training to support the implementation on Tier 2 intervention. The team also conducted a Benchmark of Quality assessment which indicated that current Positive Behaviour for Learning strategies are firmly embedded in school culture. The team produced an action plan to drive the implementation of Positive Behaviour for Learning in all settings. Expectations for the school hall were developed and signage, consistent with playground signs, were purchased and erected. Data is analysed and utilised to inform the fortnightly playground behaviour focus. Staff participated in professional learning including Engaging with the Wellbeing Framework for Schools. A comprehensive Year 6 to Year 7 transition plan was developed and enacted by the Learning Support Team to ensure that all students in Year 6 successfully transitioned to Year 7. This included intensive transition for identified students with special needs. Individual Education Plans were written for all identified students in consultation with parents and agencies. These provided the basis for all their learning and were regularly reviewed throughout the year. During 2018 many extra curricula opportunities were provided for students including Kids Club, Technology Club, Student Representative Council, Beyblade Club, Chess Club, Crochet/Knitting Club, Recorder group, Debating, Junior and Senior choir and Marimba group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL School Evaluation Tool (SET) indicates that PBL is embedded in all learning settings.	Socio-economic background– \$2584.00	SET indicated that PBL was effectively implemented in the playground. The PBL team started to plan the implementation of Tier 2 Classroom Management.
The school self evaluation against the SEF is able to evidence growth from <i>Sustaining and Growing to Excelling</i> in the Learning domain, Wellbeing element.	Student assistance \$563.50 SLSO's \$57000.00	The School self evaluation team has indicated that Wingham Public School is Excelling in the two themes of behaviour and individual learning needs. In the other areas the school has made significant progress towards Excelling.

Next Steps

Strategic Direction 3 for the 2018–2020 School Plan will continue to focus on Positive Behaviour for Learning and Wellbeing. This will include the following steps

- Develop classroom behaviour matrix and signage to support this in classrooms.
- Develop lesson plans for classrooms.
- Develop weekly focus for classrooms.
- Investigate reward system for classrooms that incorporates Lofty.
- Complete Wellbeing self assessment tool.
- Investigate and implement suitable whole school social/emotional program to support the school community.
- Consider new/alternative playground facilities to provide more engaging playground activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funds expended were \$81,895. This included; <ul style="list-style-type: none"> • SLSO x 1.5 • Aboriginal Elder in Residence 0.2 • Resources 	An action plan was developed in consultation with Aboriginal elders and the Aboriginal Educational Consultative Group. This ensured cultural correctness was maintained for all Aboriginal programs. The school continued to employ an Elder in Residence who worked alongside an Aboriginal SLSO. They worked with Aboriginal students on a range of projects and incorporated Aboriginal culture through a variety of activities such as the Aboriginal Dance group and language groups. All Aboriginal students have a Personalised Learning Pathway developed in consultation with parents and students. Wingham Public School offered learning experiences that helped students recognise and respect their cultural identity and diversity. Students and community celebrated NAIDOC week with participation in a variety of activities which also involved performing for other local schools. Feedback from students, parents and the local Aboriginal community indicates that programs offered at Wingham Public School are inclusive, positive and engaging. An SLSO was also employed to support Aboriginal students with work in Literacy and Numeracy.
Low level adjustment for disability	Funds expended were \$194,685. This included <ul style="list-style-type: none"> • LAST x 1.3 • SLSO x 1 	The Learning and Support teachers were used to develop and implement academic and wellbeing programs for individuals and the wider student population. These programs included: <ul style="list-style-type: none"> • supporting identified students with academic needs in the classroom • Tier 2 and 3 intervention for numeracy and literacy with identified students • intervention programs Multillit and Quicksmart for identified students • co-ordinating the Learning Support team • co-ordinating individual support with external agencies such as Out of Home Care, Family and Community Services, Non Government agencies • Wingham Youth Operational initiative • coach of Positive Behaviour for Learning • wellbeing lunch play program for students.
Quality Teaching, Successful Students (QTSS)	Funds expended were \$57,470. This included; Temporary Staff x 0.552	The Quality Teaching, Successful Students funds were utilised to support executive staff in their leadership roles. This included the development and delivery of professional learning for staff, instructional teaching rounds to observe, mentor and model professional practice in the classroom, developing technology to support classroom teachers and students and leading the Strategic Direction 1, Visible Learning process across the school. Professional learning has had a significant positive impact on teaching practice across the school.
Socio-economic background	Funds expended were \$413,546. This included <ul style="list-style-type: none"> • SLSO's 	Socio economic background funding was used to employ additional staff. An intervention teacher in K-2 implemented

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Intervention Teacher x 1.0 • PSFP x 0.3 	<p>programs with Tier 1, 2 and 3 students for literacy and numeracy, who were at risk of not meeting stage outcomes. As a result of the intervention classroom teachers reported significant improvement for these students.</p> <p>School Learning Support Officers were employed to support various programs within the school. These included both academic support and wellbeing support for a variety of students identified through the Learning Support team. Data from teachers, students and parents indicates that there has been a positive impact from this additional support.</p> <p>Funds were also used to support students accessing a variety of school and extra curricula activities. These included the Commonwealth Games tabloid day, Stage 3 camp, intensive school swimming program, Student leaders programs and transition programs.</p> <p>Community engagement was also supported through Low Socio Economic funds with a range of programs being implemented. This included some hall refurbishment, Kindergarten Orientation and the purchase of the SkoolBag app.</p> <p>Positive Behaviour for Learning was further embedded into school culture using these funds. More signage was purchased to ensure the school expectations were firmly entrenched within the Wingham Public School culture. Students were also rewarded for their positive behaviour throughout the playground. Data indicates there were more positive incidents recorded throughout 2018 and more Lofty rewards handed out by teachers.</p>
<p>Support for beginning teachers</p>	<p>Release \$32,030.09</p>	<p>Support was given to Beginning Teachers for additional release time. Funds were also allocated to allow for collaboration between the beginning teacher and their supervisor. In 2018 two beginning teachers were accredited at proficient.</p>
<p>Early Action for Success</p>	<p>Instructional Leader \$159,272</p>	<p>An instructional leader was funded to deliver professional learning and build the capacity of staff in delivering quality best practice pedagogy in the classroom. An intervention teacher was also employed to assist identified students who required extra support.</p> <p>Data indicates that in Reading</p> <ul style="list-style-type: none"> • 90% of Kindergarten students, 83 % of Year 1 students and 98% of Year 2 students were on track. <p>In Additive Strategies</p> <ul style="list-style-type: none"> • 95% Of Kindergarten students, 60% of Year 1 students and 70% of Year 2 students were on track. <p>in Writing data indicates that students who received intervention made progress towards achieving syllabus outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	170	166	177	156
Girls	150	157	150	159

Student enrolment for 2018 remain steady. There have been no significant increase or decrease in the overall student numbers for the last four years. The ratio of boys to girls also shows no significant change.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.8	93.4	94.7	94
1	93.8	95.5	94.2	92.3
2	94.1	93.9	94.6	93.4
3	92.6	94.1	92.4	94.5
4	93.7	92.5	94	91.5
5	94.6	93.7	93.7	93.6
6	95.5	95	93.1	91.6
All Years	94.2	93.9	93.8	92.9
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 at Wingham Public School has remained in close alignment with state figures in each grade and across the school over the last 4 years. Attendance remains positive with little variation with rates remaining at approximately 93% over the same period.

All teachers mark the roll daily utilising Sentral. Administration staff generate a hard copy of official

record of attendance each week. This is signed by the Principal or delegate. Administration staff generate letters to parents if absences have not been explained within 7 days. Parents/Carers must report to the office and sign students in/out giving an explanation as to late arrival/ early leave. Office staff complete Sentral procedures and an absence slip is taken by the parent to the class teacher.

Informal discussions occur between executive and staff as attendance concerns arise. Teachers may decide to ring parents at this early stage to avoid more serious concerns. The record of attendance is monitored at LST meetings each fortnight and serious concerns are addressed. Procedures to address concerns will include a phone call from the Assistant Principal Wellbeing, a phone call from the Principal, a formal letter, an individual Learning Support team meeting to support students and finally referral to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Counsellor	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

Wingham Public School did not have any teaching staff who identified as Aboriginal or Torres Strait Islander in 2018. An Aboriginal Learning Support officer was employed to support students with class programs. He also delivered cultural sessions for students and taught Gathang language. The school also employed an Elder in Residence to support cultural programs in the school.

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 total expenditure for Professional Learning in 2018 was \$36082.00. These funds were expended on allowing teaching staff to attend Visible Learning, Language, Learning and Literacy, Leadership Learning, Positive Behaviour for Learning, Student Wellbeing training, Early Action for Success and a Legal Issues in Education workshop. The school executive staff participated in Learning Management and Business Reform (LMBR) training as well as HR SAP and eFPT training. School Administrative and Support staff attended LMBR, HR SAP and eFPT training to support the roll out of these new systems. SLSO's also attended student wellbeing professional learning.

All staff attended the annual Anaphylaxis and Cardio Pulmonary Resuscitation face to face training. The Mandatory Child Protection module was completed by 100% of staff and all other mandatory training was updated as necessary.

Two staff completed Accreditation at Proficient level during 2018. All permanent and temporary staff are currently maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

School Development days for Term 1, 2 and 3 involved school strategic directions, syllabus implementation and mandatory training in a number of areas. A variation to the two school development days set for Term 4 was implemented and staff participated in training on two 3 hour sessions after school and on one Saturday. The Saturday session was held as part of Strategic Direction 1, Visible Learning in conjunction with the Wingham Community of Schools. The school development days have allowed for intensive professional learning which has improved the quality of classroom practice. These days have also allowed for considerable collaboration across the school as well as across the wider community of schools.

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	304,446
Revenue	3,407,875
Appropriation	3,343,290
Sale of Goods and Services	-239
Grants and Contributions	62,943
Gain and Loss	0
Other Revenue	0
Investment Income	1,881
Expenses	-3,372,552
Recurrent Expenses	-3,372,552
Employee Related	-3,124,918
Operating Expenses	-247,634
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,323
Balance Carried Forward	339,770

The Principal is accountable for the financial management of the school and is supported by a Finance Committee comprising the Assistant Principals and School Administration Manager. Finance meetings are held regularly to review and monitor and make changes to the budget as required. The committee follows financial policy requirements. The school budget is prepared in December each year and is linked to the school plan.

In 2018 as part of the school plan Wingham Public School intended to purchase additional teaching staff, however, due to an increase in student numbers the expenditure for staffing was reimbursed through an entitlement budget adjustment, therefore accounting for a higher than expected surplus.

The school intends to utilise funds to support our strategic directions including pinboards to ensure learning becomes visible throughout the school. Significant upgrades to the deteriorating playground equipment will also occur. A suitable whole school social/emotional program will also be purchased as part of our Wellbeing strategic direction.

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	2,175,537
Base Per Capita	63,232
Base Location	5,896
Other Base	2,106,410
Equity Total	575,101
Equity Aboriginal	94,681
Equity Socio economic	285,334
Equity Language	400
Equity Disability	194,685
Targeted Total	72,679
Other Total	345,631
Grand Total	3,168,948

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.

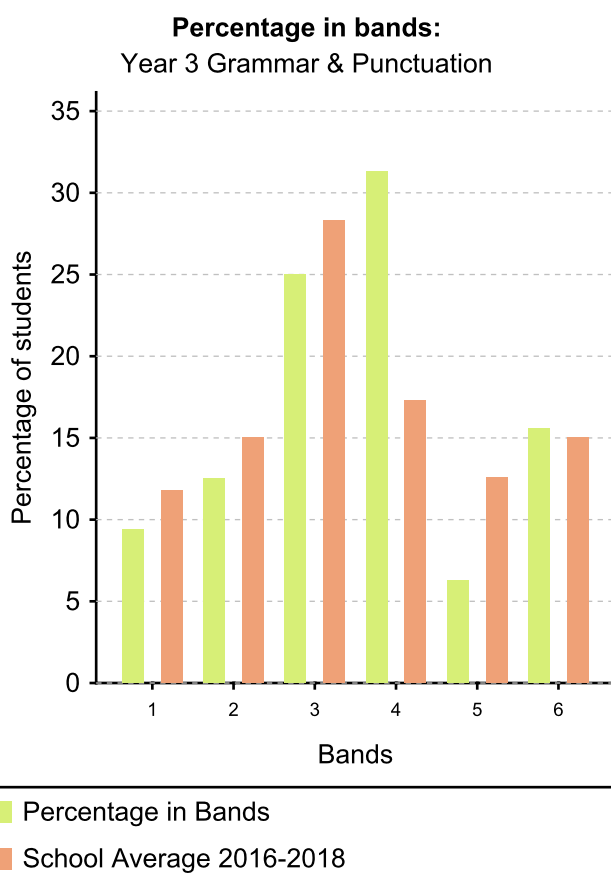
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

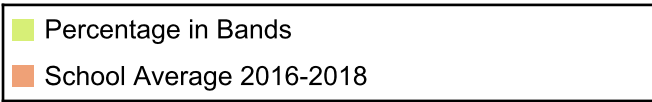
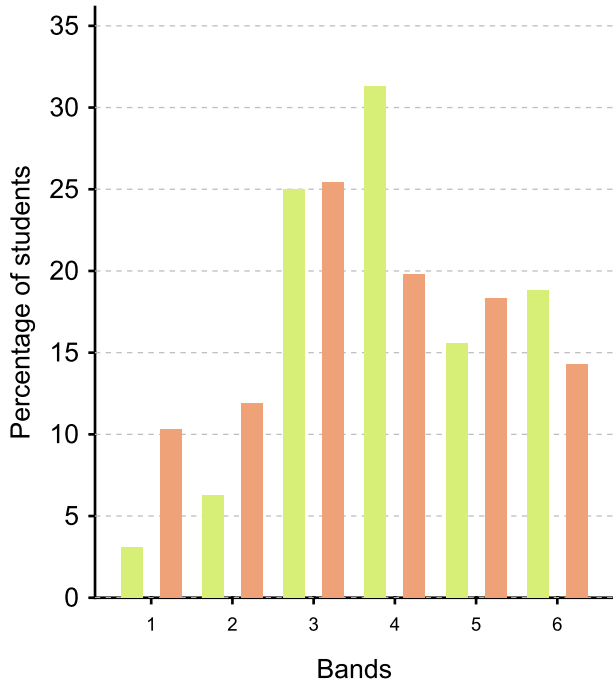
NAPLAN Literacy includes Reading, Writing, Spelling, Grammar and Punctuation. The following is a summary

of Wingham Public School student achievement in 2018.

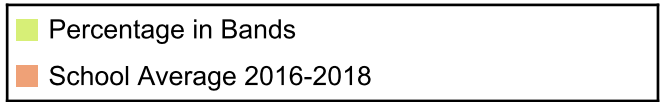
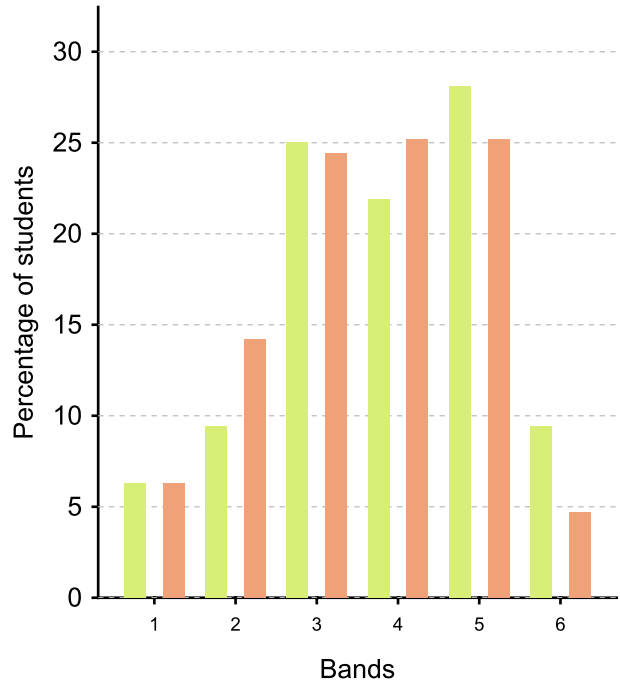
- In Year 3 Reading, 8 students were below National Minimum Standard while 14 students were at or above National Minimum Standard.
- In Year 3 Writing, 9 students were below National Minimum Standard while 13 were at or above National Minimum Standard.
- In Year 3 Spelling, 7 students were below National Minimum Standard while 15 were at or above National Minimum Standard.
- In Year 3 Grammar and Punctuation, 5 students were below National Minimum Standard while 17 were at or above National Minimum Standard.
- In Year 5 Reading, 14 students were below National Minimum Standard and 27 were at or above National Minimum Standard.
- In Year 5 Writing, 16 students were below National Minimum Standard while 26 were at or above National Minimum Standard.
- In Year 5 Spelling, 18 students were below National Minimum Standard while 33 were at or above National Minimum Standard.
- In Year 5 Grammar and Punctuation 12 students were below National Minimum Standard while 29 were at or above National Minimum Standard.



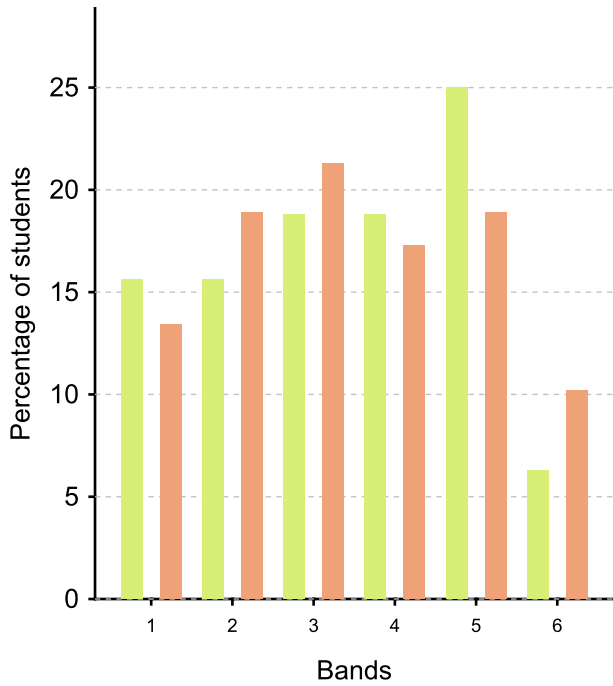
Percentage in bands:
Year 3 Reading



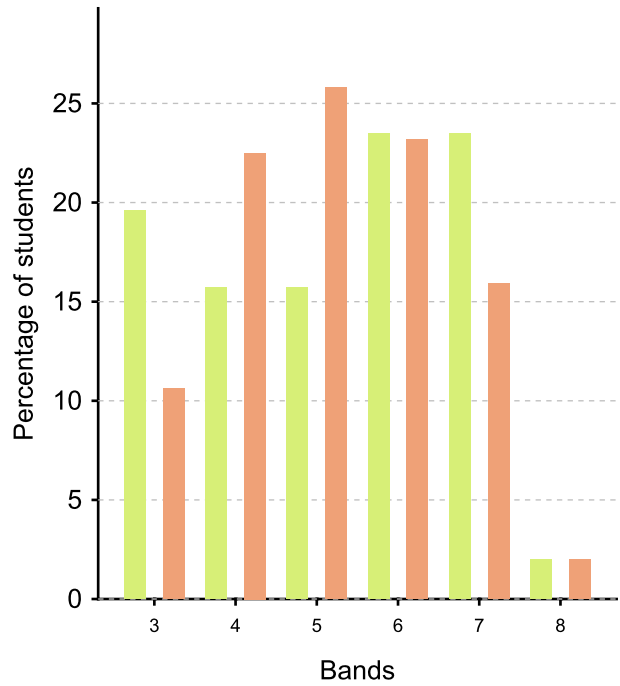
Percentage in bands:
Year 3 Writing



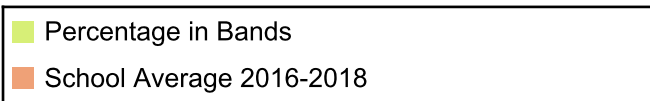
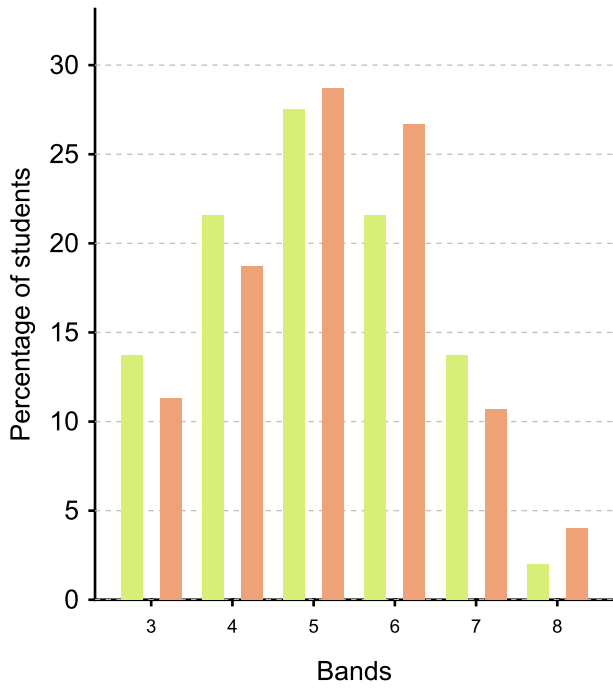
Percentage in bands:
Year 3 Spelling



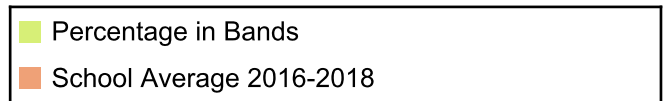
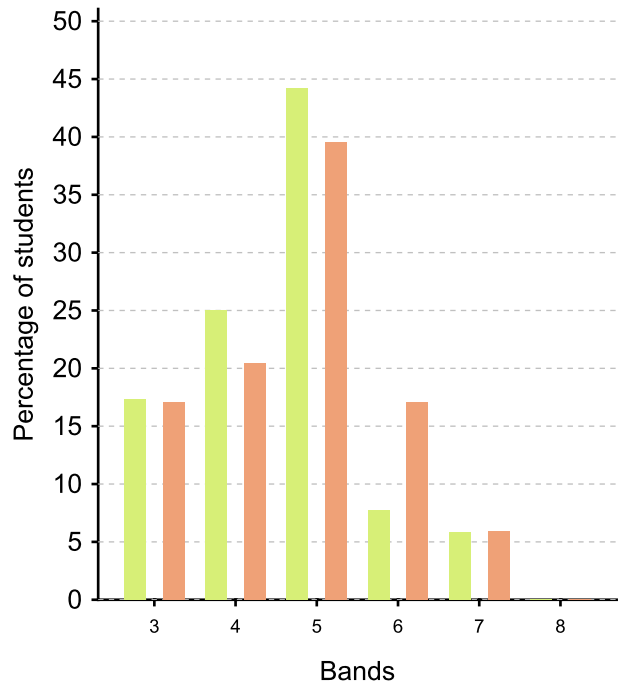
Percentage in bands:
Year 5 Grammar & Punctuation



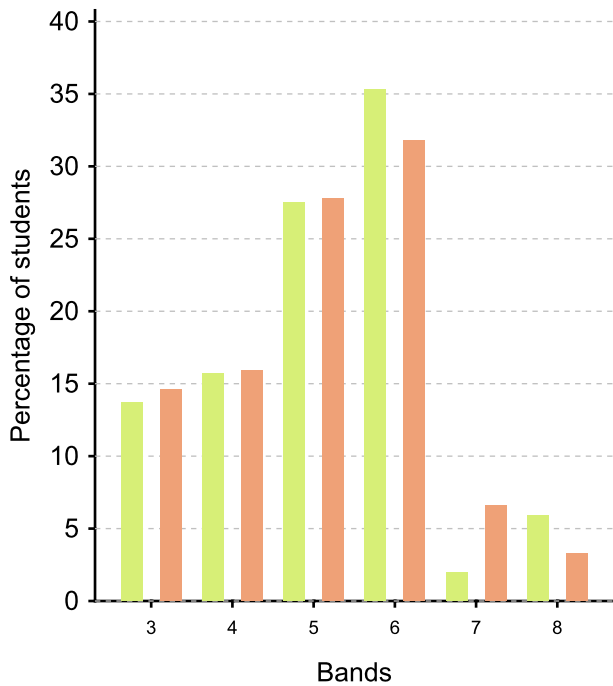
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



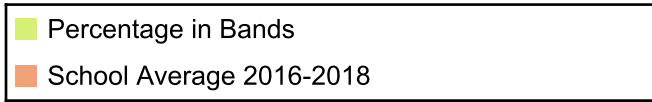
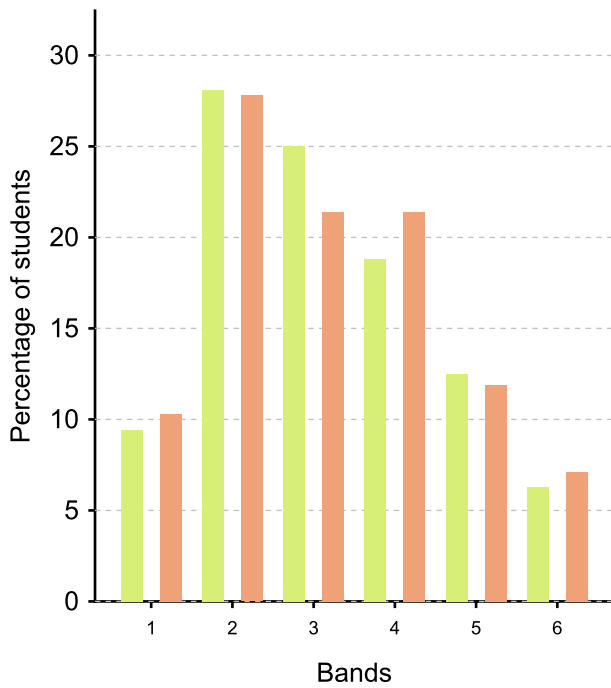
Percentage in bands:
Year 5 Spelling



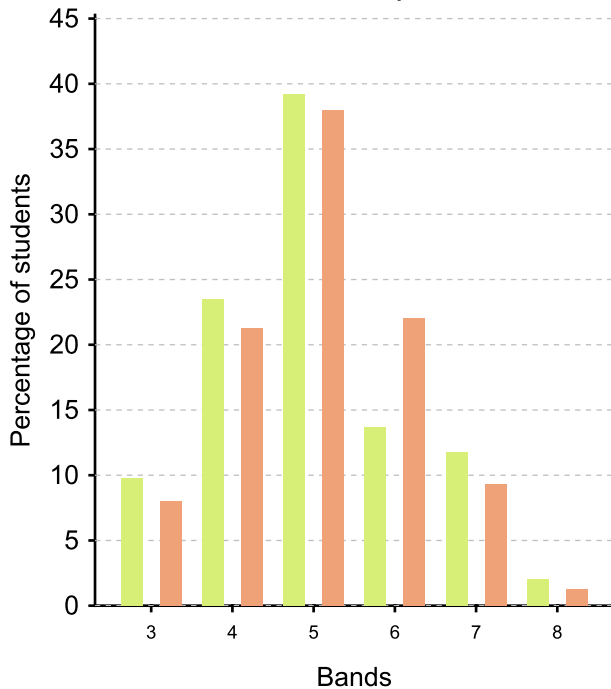
The following is a summary of Wingham Public School student achievement in Numeracy.

- In Year 3 Numeracy 18 students were below National Minimum Standard while 4 were at or above National Minimum Standard.
- In Year 5 Numeracy 12 students were below National Minimum Standard while 29 were at or above National Minimum Standard.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Improving Aboriginal education outcomes we are required to report on performance in Reading and Numeracy for students in the top two NAPLAN bands and the percentage of Aboriginal students in the top two NAPLAN bands.

Data indicates that in 2015 there were 10.37% of students in the top 2 bands for Years 3 and 5 Reading and Numeracy. This increased to 20.15% in 2016 and has remained steady. In 2018, 19.84% of students in Years 3 and 5 achieved the top 2 bands.

There has been an increase in the percentage of Aboriginal students in the top 2 bands for Year 3 and 5 Reading and Numeracy from 5.5% in 2015 to 17.5% in 2018.



Parent/caregiver, student, teacher satisfaction

In 2018, Wingham Public School sought opinions from parents/caregivers, students and teachers about the school.

Student Perspective: 117 students in Grades 4–6 participated in the Tell Them From Me Survey for Students. Their thoughts and opinions on a range of school related issues were sought. A summary of the results averaged across the 3 grades follows: In the area of social and emotional outcomes 73% of students feel accepted and valued by their peers and by others at the school and 85% of students have friends at school they can trust and who encourage them to make positive choices. 96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future while 47% of students do homework for their classes with a positive attitude and in a timely manner. In the area of drivers of student outcomes, 85% of students feel classroom instruction is well-organised, with a clear purpose and with immediate feedback that helps them and 85% of students believe they have positive student-teacher relationships.

Parent Perspective: Parents were also offered the opportunity to complete a survey and some of the results were as follows: 87% of respondents felt their child/children have a positive learning environment. 95% agree that teachers at Wingham Public School show an interest in their child's/children's learning. 95% of parents feel that their child/children are encouraged to work hard and do their best while 93% of parents feel

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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services* –

they are informed about important school information.

Teacher Perspective: Teaching staff also completed a survey and some of the results are as follows: 90% of teachers indicate they are proud to tell others they work at Wingham Public School and 90% of teachers say they are attached to the school. 91% of teachers surveyed indicated they are satisfied with their job, 91.6% teachers feel that staff work collaboratively across the school and 91% of teachers believe there is a good team spirit within the school.



Policy requirements

Aboriginal education

Wingham Public School received funding for students identified as being of Aboriginal or Torres Strait Islander (ATSI) background. This funding was utilised to plan activities and to provide support to the schools 58 ATSI students. An Aboriginal Learning Support Officer was employed for 4 days per week to assist with meeting the specific learning needs of ATSI students across the school. An Elder from the Biripi nation was once again employed as part of the Elder in Residence program. The aim of this program was to foster respect for culture and encourage self respect leading to positive engagement in the classroom. The Elder also delivered a Gathang language and cultural program to students and collaborated with classroom teachers to include Aboriginal perspectives in Key Learning Areas for all classes. ATSI student delivered the Acknowledgement of Country in Gathang language at all formal school functions. They were accompanied by another student playing the didgeridoo. Students were given the opportunity to learn the didgeridoo during lunchtime tutorials. Boys and girls Aboriginal dance and music groups once again performed at several cultural events throughout the year, including the Wingham Public School NAIDOC assembly. The assembly was hosted by ATSI students and featured music, dance and storytelling. Data indicated that these programs impacted positively on ATSI students at the school and also fostered an acceptance and deeper understanding of Aboriginal culture for non-indigenous students.



Multicultural and anti-racism education

Wingham Public is a school that promotes an inclusive learning environment. There is a trained Anti-Racism Contact Officer (ARCO) who provides a contact point for racism issues involving students, staff, parents and community. In 2018 three reports of racism were received and managed by the ARCO.

Wingham Public School celebrated multiculturalism by incorporating multicultural perspectives in the various Key Learning Area, most notably English and History. Students were exposed to key features of other cultures and developed a deeper understanding and appreciation of different cultures. Harmony Day was celebrated by students participating in a range of activities including traditional costume, public speaking and culinary experiences.