

# Wagga Wagga Public School

## 2019 Annual Report



3330

## Introduction

The Annual Report for 2019 is provided to the community of Wagga Wagga 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.

### School contact details

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### Message from the principal

The Annual Report for 2019 is provided to the community of Wagga Wagga 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.

2019 certainly started in a way which none of us would wish for. A little before 3am on the 5th January 2019 the news came through that our school was on fire. By 6.30am, police, fire and rescue, safety and security, staff and parents alike were working together to 'save' our school. Throughout the day, there was a constant stream of texts, calls and emails received by myself and many of the staff, so many people reaching out to help, to offer their support, to let us know they were there if and when we needed them. The reach was wide, not only did you, our school community go above and beyond, but so did all the Wagga schools and some further afield, the Department of Education, Wagga businesses and caring citizens from our wider community.

We lost a significant part of our school history. The first classrooms of generations of students. Years of resources and history was gone. But we were all safe, no one was injured and our school was well protected by the fire and rescue officers who worked under dreadful conditions to protect our school.

As January went on, we saw demolition, demountables and dedication ensure that 2019 started pretty much business as usual. Behind the scenes it was a marathon for so many people but nothing was too much trouble for anyone. Staff, students, parents, families, colleagues and friends all did what they could. It didn't end there, even though we had reached the initial finish line, the outpouring of support, donations and well wishes continued. At times it was overwhelming how much people cared, whether they knew us or not, they wanted to reach out and help. How lucky we were.

Throughout these early days of 2019, many valuable lessons were modelled for our children: empathy, compassion, caring, optimism, acceptance, gratitude, integrity and above all pure altruistic kindness. We didn't just tell our children, but we showed, through our actions and words, the characteristics of a positive mindset: We strengthened as a school community, we learnt a lot about each other and ourselves and we genuinely broadened and built our resources and skills to be open to possibilities.

Thank you for working with us to make 2019, a year to remember, a marker in our school timeline and thank you for entrusting your most precious children to our care.

Thank you to our school leadership team for their ongoing commitment to all things Wagga Public, to all of the teaching staff for your amazing commitment to every student, every family and every opportunity you provide, and to our support and administration staff for being such wonderful colleagues and positive role models.

Thank you to Andrew Holmes, P & C President for your enthusiasm, your insight and your confidence in our school, and to the P&C executive and all the P & C Parents who represent the parent body. Your support, your advocacy and

dedication to our school, is highly valued and very much appreciated. To all our parents and caregivers, I thank you for your unwavering and generous support of Wagga Public. It is a privilege to work with you all in raising our wonderful children and young women and men.

A final word to Wagga Wagga Public School students: Thank you for all your hard work throughout the school year. I am so honored to be your principal; you make me proud in so many ways each day. I am grateful for your joy, astute insights and amazing talents.

Leanne Harvey

Principal

## School background

### School vision statement

Within a dynamic, caring and inclusive learning climate Wagga Wagga Public School students will embrace the future as confident, successful, creative and empathetic life-long learners who have achieved success today and are prepared for tomorrow.

### School mission statement:

At Wagga Wagga Public School we prepare every student to approach their educational journey with the social, academic and emotional skills to achieve their goals and to consciously contribute to their ever-changing world with positivity, purpose and pride.

### School context

Wagga Wagga Public School is a proud NSW Public School that provides a quality education for 445 Kindergarten to Year 6 students within a safe, caring and nurturing learning environment. The school embraces families from a range of socio-economic environments, including 9% Aboriginal and Torres Strait Islander students and 14% from a non-English speaking background.

Wagga Wagga Public School celebrates a long and proud history as the oldest school in Wagga Wagga featuring heritage buildings and a compact, landscaped playground with sun safe areas, nature play zones and student play equipment.

Wagga Wagga Public School staff are committed to setting high expectations for their own professional learning to ensure that engaging educational opportunities are provided for all students in a kind and supportive environment.

At Wagga Wagga Public School we encourage students to be happy, safe and active participants in the opportunities provided for their education, to develop a love for learning and to realise their full potential. This is achieved by ensuring evidence-based best practices are implemented in the classroom as well as in school leadership and management.

School priorities focus on capacity building and growth, literacy, numeracy, student engagement and wellbeing.

Wagga Wagga Public School offers extensive opportunities for students to participate in extracurricular activities and provides strong programs in technology, sustainability, performing arts and sport. The school has a strong emphasis on student welfare and student wellbeing and implements education programs in self-awareness, mindfulness and connecting with others.

An active and collaborative Parents and Citizens' Association lead the parent community in supporting the school's continual improvement and actively nurture the positive school culture which exists and grows each year.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

The 2019 evaluation process at Wagga Wagga Public School involved members of the school leadership team in collaboration with staff, students and parents. The school leadership team led professional learning updates to review the School Excellence Framework and how the school's 2018–2020 School Plan aligns with this. Our focus towards the end of 2019 was to evaluate the achievements and progress of our strategic directions.

During this process, the school executive analysed each domain and underlying elements of the School Excellence Framework, evaluating school performance in the context of specific areas of responsibility and identified supporting evidence to validate our performance. Evidence of our achievements were taken from NAPLAN AND PLAN data to ensure valid teacher judgment and monitor student growth.

Parents, staff and students completed school assessment surveys (Tell Them From Me) to evaluate school performance and practices. As a result, we were able to identify future directions for ongoing adjustments and improvements to the current School Plan .

The results of this process indicated:

In the **LEARNING DOMAIN** our school is *Sustaining and Growing* in the areas of:

**Reporting** – Reporting is clear, timely accurate and provides information that supports further progress and achievement for all student learning across the curriculum.

Our school is *Delivering* in the area of:

**Learning Culture** – Wagga Wagga Public School has as its vision to have all students 'embrace the future as confident, successful, creative and empathetic life-long learners who have achieved success today and are prepared for tomorrow.'

**Student Performance Measures** – School, state and national performance data is used to consolidate teacher judgements to ensure that priorities and directions are valid and responsive to the changing needs of our students. The introduction of whole school assessment tasks will allow the consistent monitoring of student performance as we move forward.

**Wellbeing** – In the establishment and growth of an inclusive and dynamic learning climate school programs and practices continue to focus on supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students.

**Curriculum** – An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Our school is *Working Towards Delivering* in the area of:

**Assessment** – Detailed and explicit school based policies reflect DoE and NESA standards and ensure that all students are being provided with learning opportunities at their instructional point of need.

In the **TEACHING DOMAIN** our school was evaluated as *Sustaining and Growing* in the areas of:

**Effective Classroom Practice** – Explicit school policies provide direction for all teachers to plan, teach, assess and evaluate student performance. Key programs and practices are informed by research and sustained through ongoing

professional learning, student performance data and reflection.

Our school is *Delivering* in the area of:

**Professional Standards** – Professional standards, evidenced based strategies and personal reflection drive staff to seek the knowledge, skills and understandings to build their expertise within a supportive and collaborative collegial climate.

**Learning and Development** – Professional learning focuses on the learning needs of the students, the professional needs of staff and the strategic directions of the school. School, corporate and external staff and providers are utilised to maximise opportunities for all staff to improve the quality of teaching and learning outcomes.

Our school is *Working Towards Delivering* in the area of:

**Data Skills and Use** – Consistent and valid assessment of, for and as learning appraises program planning and development and informs areas for student, staff and school improvement. Greater collaboration and cross stage communication will see improvements in this area.

In the **LEADING DOMAIN** our school is Sustaining and Growing in the areas of:

**Management Practices and Processes** – Clear and valid management systems, structures and processes underpin ongoing school improvement and ensure that all staff perform their roles and responsibilities with efficiency and consistency and meet school and DoE standards and requirements.

Our school is *Delivering* in the area of:

**Leadership** – Wagga Wagga Public School has a long history of educational excellence and achievement. Over the last 3 year period, the school has built a strong and dynamic, permanent leadership team to ensure high expectations are achieved and acknowledged. Wagga Wagga Public School recognises the leadership capabilities of all teaching staff and encourages collaboration and leadership development.

**School Resources** – The allocation of all human, physical and fiscal resources is strongly aligned with the School Plan's strategic directions of Excellence in Learning, Excellence in Teaching and Excellence in Leading. Opportunities for consultation and collaboration between school and community are sought to provide optimum benefit for all students.

**School Planning, Implementation and Reporting** – The effect of school happenings and staff priority areas shifting, has led to a slight decline in the collaboration and cooperation between staff, students and parents.

Our self–assessment process will assist the school to participate in External Validation in 2020 and to refine our school plan, leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Excellence in Learning

#### Purpose

- Challenging
- Creative
- Courageous
- Connected
- Collaborative.

School culture is strongly focused on learning and wellbeing and provides every student and staff member with diverse opportunities to engage in learning that is characterised by innovative, evidence based practices that inspire each individual to learn, excel and grow towards reaching and exceeding their aspirational goals.

#### Improvement Measures

85% or more of all students working at or above NSW syllabus outcomes with an increased proportion of students achieving proficiency in NAPLAN.

80% or more of all students making consistent growth in literacy and numeracy, as measured by internal assessment practices (formative and summative) and external assessment data (NAPLAN).

Identification of Aboriginal, EAL and Integration students and accurate monitoring of their learning pathway and growth made towards proficiency.

**Tell Them From Me** teacher survey reports an average score of 8.0 and above for learning culture.

#### Progress towards achieving improvement measures

**Process 1:** Further develop optimum learning environments which focus on student wellbeing and mindfulness and are conducive to the learning needs of every child.

Evaluation	Funds Expended (Resources)
<p>Students achieving proficiency between 2018 to 2019 in Year 3 has shown a slight decline in Reading and Numeracy, but there has been an increase in Spelling, and Grammar and Punctuation. Results have remained even for Writing.</p> <p>Students achieving proficiency between 2018 and 2019 in Year 5 has declined for Grammar and Punctuation, Reading, Spelling, Writing and Numeracy.</p> <p>There is still some disparity between results achieved against the NSW Syllabus outcomes and NAPLAN data.</p>	

**Process 2:** Utilise formative and summative assessment data to measure and analyse student growth and make valid and informed judgements for individualised future learning.

Evaluation	Funds Expended (Resources)
<p>66% of Year 5 students made at, or above expected growth as evidenced by 2019 NAPLAN data for Spelling, and Grammar and Punctuation.</p> <p>62% of student made the expected growth in Writing, with 53% for Numeracy, and 49% of students made the expected growth for Reading.</p> <p>As previously noted, internal assessment data results average 75% for students making consistent growth in literacy and numeracy.</p>	<p>PAT testing – \$8000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$12000.00)</li></ul>

## Progress towards achieving improvement measures

PAT testing in Semester 2. Performance results will allow for more accurate and thorough monitoring of student progress throughout the years.

**Process 3:** Promote a learning culture in which students understand what and how they learn and in which they are able to set achievement targets and monitor and report on their own academic, social and behavioural performance.

Evaluation	Funds Expended (Resources)
<p>Throughout 2019, our Aboriginal Education team continued to develop, implement, monitor and evaluate a variety of cultural programs, initiatives and events at Wagga Wagga Public School. These included:</p> <ul style="list-style-type: none"> <li>• The continued development our schools' policies to ensure that they meaningfully address our commitment to Aboriginal education.</li> <li>• The creation of an 'Aboriginal Tutoring Project' that provided our Aboriginal students with access to extra academic support on a weekly basis. This project was overseen by our Assistant Principal Wellbeing, with student academic goals being drawn directly from their Personalised Learning Pathways that were developed in collaboration with their families.</li> <li>• The continued strengthening of our links with other schools, mentors, community members and Aboriginal Elders to support our students in becoming successful, confident and proud members of their our community, both within school and beyond. Such links includes the development of ongoing relationships with: Mount Austin High Schools Clontarf and Girls at the Centre Programs; Koorungal High School's Aboriginal Dance Group; and Wagga Wagga High Schools Aboriginal Student Leadership team.</li> </ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$10000.00)</li> <li>• English language proficiency (\$17978.00)</li> <li>• Low level adjustment for disability (\$41927.00)</li> </ul>

**Process 4:** Develop ILP's, ALP's and PLP's in collaboration with parents (and students) to identify targeted learning opportunities and improvement measures.

Evaluation	Funds Expended (Resources)
<p>Based on the 2019 TTFM survey results, it has been identified that we have dropped slightly in all key socio-emotional outcome areas. In response to this, we the school has developed a new Assistant Principal Wellbeing role, as well as establishing a school Wellbeing team with representatives from all Stage levels. Together, these staff members will guide the wellbeing practices in the school with the aim of improving these results. This will form one of the foundations of our next school plan.</p>	<p>Staffing – AP Wellbeing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$33937.00)</li> </ul>

## Next Steps

- Continue to work on student understanding of assessment processes and outcomes to impact their ownership of learning.
- Whole school assessment policy and continuum developed and adhered to.
- Further develop staff skills in formative and summative assessment and the analysis and usage of data to explicitly inform teaching and learning practice.
- School Wellbeing Policy finalised in 2020.
- Student learning plans are collaboratively developed with parents and are used as a measure for the efficiency of programs and interventions.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

- Encouraging
- Empowering
- Engaging
- Enriching
- Evidence-based

Teachers are committed to their personal and shared responsibility for maintaining professional standards to ensure that they utilise the most effective, explicit and evidence based teaching strategies to respond to student assessment data and use critical evaluation and reflection to inform future directions.

#### Improvement Measures

Increased evidence of direct alignment between Teaching and Learning Programs and Assessment records to reflect thorough analysis of student data and modifications in response to individual student needs.

100% of staff actively involved in peer and executive observation/feedback sessions to improve quality of teaching practices.

**Tell Them From Me** teacher survey reports an average score of 8.0 and above for the elements of collaboration and teaching strategies.

#### Progress towards achieving improvement measures

**Process 1:** Provision of opportunities for collaborative analysis of student assessment data and planning of strategies to ensure sustainable growth in student performance, including analysis of identified groups of students within the school.

Evaluation	Funds Expended (Resources)
<p>The continuation of stage planning days was vital in providing the time and resources for focused and collaborative reflection, data analysis and programming. Furthermore, the introduction of financial autonomy for Assistant Principals and their stage teams to manage their own allocated stage budgets, allowed for the provision of additional planning/casual days at point of need. As a result of these planning days, teachers were able to participate in moderation activities to ensure across stage, valid-teacher judgements for assessment and reporting, and identify areas of student need. The analysis of student data during this time, also assisted in gathering evidence to support the allocation of learning support caseloads and develop targeted learning goals for participating students.</p> <p>PAT testing was conducted from Years 2-6 and resulted in the identification of whole-school trends. These summative assessment tasks were conducted and analysed by teachers and learning support staff. The use of additional Learning Support staff in analysing this data also provided an opportunity for our school to identify correlations between external assessment data results (NAPLAN) and internal assessment data. Like always, following the collection of any data, our priority is for staff is to surmise results and make on-balance judgements about how to adjust and deliver targeted teaching and learning programs. Moving forward, we will continue to support teachers in developing their skills in analysis of student data and think and work creatively to do so in a cost-effective way.</p>	<p>Stage Planning Days- \$36000 (18 staff released once x 4 terms) + additional days where needed</p> <p>PAT testing/ staff and stage time- \$5000</p>

**Process 2:** Revisit Assessment for Learning professional learning and streamline teacher practices to embrace a whole school approach to student learning.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The allocation of resources to allow executive teaching staff to be off class for one day a week was instrumental in helping to focus school priorities across stage teams and into classrooms. It allowed for collegiate discussions around best practice and the opportunity for PDP meetings, ongoing Professional Learning support and demonstration and observation lessons . Additionally, this time helped to facilitate regular communication between executive staff to discuss whole-school planning and Professional Learning needs. These discussions helped to direct the Professional Learning delivered during stage and staff meetings, which included the revision of Assessment for Learning practices.</p>	<p>Executive days off class– \$60000</p> <p>Staff and Stage Meetings– 0 cost</p>

**Process 3:** Staff identify critical collegial friends and establish reciprocal relationships to improve the quality of their teaching.

Evaluation	Funds Expended (Resources)
<p>The introduction of Quality Teaching Rounds in 2019 was effective in influencing a new model of teacher observation and feedback at WWPS, resulting in the continuation of QTR in Term 1 of 2020. The experience provided 5 members of staff the opportunity to reflect on and discuss academic research each week and develop collegial relationships during observation and peer feedback in an effort to improve the delivery of explicit teaching and learning. We are excited about using this model in 2020. The training of all executive staff in QTR in 2019 will help to support its implementation across the school, in 2020.</p> <p>Beginning Teacher Mentoring time was timetabled throughout 2019 to allow beginning teachers time off with mentoring supervisors and/or experienced teachers, each week. This model was successful in giving teachers the opportunity to observe their colleagues, discuss professional learning goals, to work through accreditation processes and to influence best practice in classrooms.</p> <p>The completion of the teacher 'Tell Them From Me' surveys indicated that in the areas of collaboration and teaching strategies, WWPS scored</p>	<p>Quality Teaching Rounds– Stage 2 staff– \$70000 – funded by QTR (University of Newcastle)</p> <p>Professional Learning for 3 x Executive Staff– (\$1700 casual costs)</p> <p>Tell Them From Me– Teacher Surveys</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$25474.00)</li> </ul>

## Next Steps

- Development of more direct guidelines for PDP's to guide staff in becoming actively involved in their professional learning.
- Continue to research methodologies to support staff in building their capacity to ensure all students are achieving desired outcomes and growth.
- Encourage staff to initiate peer observation and feedback sessions regularly.
- Investigate the implementation of focus groups of staff to undertake action research into improved delivery of literacy and numeracy programs.
- Continued whole school professional learning on progressions and PAT as a way of monitoring student progress and measuring whole school trends data.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

- Shared
- Strategic
- Strong
- Supportive
- Self-Sustaining

Leadership is focused around developing a collaborative whole school culture of high expectations, continuous improvement and sustainable growth in student outcomes.

#### Improvement Measures

All staff using Australian Standards for Teachers/Principals to reflect on performance and maintain accreditation standards.

Increased instructional leadership across school resulting in sustainable and measurable school improvement.

Improved staff welfare and wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** Strengthen the instructional leadership role by establishing processes, structures and timelines that promote collegiality, collaboration and impact positively on student, staff and school growth.

Evaluation	Funds Expended (Resources)
The leadership team has continued to form a sound basis for student learning, ensuring that implementation of syllabuses and associated assessment and reporting processes meet NES and Department of Education requirements. On reflection it has shown that the impact of Instructional Leadership has been minimal and as a result of this, the leadership team will establish new process and timelines to impact on whole school growth using innovative, evidence-based practices.	Additional executive time and staffing.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$78543.00)</li><li>• Low level adjustment for disability (\$30000.00)</li><li>• Socio-economic background (\$44594.00)</li></ul>

**Process 2:** Open and honest dialogue on teacher performance and opportunities to improve is reflected in PDP process.

Evaluation	Funds Expended (Resources)
The leadership team is continuing to establish consistent processes where whole school staff undertake annual staff performance and development reviews for teaching and non-teaching staff. The school supports collaborative performance development and efforts to continuously monitor improvement using the Australian standards.  Teachers collaboratively identify standards for supervisors to critique and reflect on observation feedback in relation to the standards selected. More staff are engaging with this process and Stage 2 staff participated in QTR as a formalised process to improve practice. This model of professional learning will be adapted across the wider school in 2020.  Beginning Teacher support was provided to 5 new career teachers via additional time off class and provision of an experienced mentor to work with them.	Additional time for planning days, mentor meetings etc.  Quality Teaching Rounds (University of Newcastle)  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$10000.00)</li></ul>

## Progress towards achieving improvement measures

**Process 3:** Development of surveys to ensure staff wellbeing remains high and opportunities to have time to reflect and respond to changes implemented.

Evaluation	Funds Expended (Resources)
<p>Staff have identified in response to the statement 'School leaders in my school are leading improvement and change' 86% of staff agreeing, demonstrating staff satisfaction with school leadership.</p> <p>The school has collected and analysed staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning and teaching.</p> <p>The staff participates in robust professional learning to build capacity in behaviour methodology which directly impacts staff and student wellbeing.</p>	<p>Tell Them From Me Surveys</p> <p>External providers – Wilson McCaskill – \$4955.00, Food I Am – \$4290.00</p>

## Next Steps

- Research qualities of successful leadership models to improve Instructional Leadership at WWPS.
- Establish leadership timelines across the school (assessment, data analysis, teacher feedback etc.)
- Continue to develop observation and feedback processes which focus on rigorous dialogue and reflective teacher practice.
- Prioritise NESAs teaching standards, AITSL Principal standards, SEF and School Plan in all aspects of school leadership by visiting often, reflecting frequently and redirecting periodically.
- Reflect on the foundations of Quality Teaching Rounds to impact on teacher learning at all stages of career.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Additional SLSO hours</p> <p>Teaching and Learning resources</p> <p>AP – Wellbeing (0.2 – Aboriginal students)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$31 819.00)</li> </ul>	<p>Our schools' dedicated Aboriginal Education team has continued to provide ongoing support and guidance to staff to ensure that they are developing a learning environment that caters for the needs of our Indigenous students and their families. This has been reinforced by additional SLSO time that has been dedicated to supporting the learning needs of Aboriginal students.</p> <p>The Aboriginal Education team, in partnership with our Assistant Principal Wellbeing, have continued their rigorous evaluation of practices and implementation plans for supporting indigenous students. They have further developed our WWPS Aboriginal Education Policy as well as our annual Cultural Immersion Scope and Continuum.</p> <p>Staff have been provided with extensive professional learning and support in relation to the effective development, implementation and consistent use of our schools' Personalised Learning Pathways template. In particular, staff have been supported in establishing meaningful PLP goals that are both relatable and achievable.</p> <p>Our school has developed stronger community connections that have led to major improvements to the cultural understandings of all students, K–6. Such connections have included developing ongoing partnerships with: local Wiradjuri Elders; local Aboriginal artists; Mount Austin High Schools' Clontarf and Girls at the Centre Programs; Koorngal High Schools' Aboriginal Dance Group; and Wagga Wagga High Schools Aboriginal Student Leadership team.</p> <p>Our school has continued to purchase quality teaching resources that has supported cultural learning within our classrooms.</p> <p>To ensure that our school continues to meaningfully and sustainable support the needs of our Indigenous students and their families, our Assistant Principal Wellbeing has been funded for one day a week to: further develop community connections; provide cultural experiences for students that enhance their cultural knowledge and understanding; engage Indigenous families to encourage and support school involvement; develop and guide our Aboriginal student leadership; and to provide support to staff, via classroom observations and formal professional learning opportunities, that assist them in creating, and maintaining, a culturally inclusive learning environment.</p>
<p><b>English language proficiency</b></p>	<p>NAP funding</p> <p>Additional EALD teacher hours</p>	<p>Additional EAL/D teacher time provided support for students' progress in achieving EAL scale outcomes. This extra time also allow our EAL/D teacher to effectively</p>

<p><b>English language proficiency</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$17 978.00)</li> </ul>	<p>communicate school events, student progress and areas of concern with parents in their first language.</p> <p>Our school also engaged interpreter services to support staff and families to communicate effectively.</p> <p>The additional support provided to our EAL/D students have resulted in the students now conversing with both staff and students more readily and on a daily basis. Furthermore, they have become actively engaged within our schools sports program, with one female student being selected to attend the Wagga Wagga PSSA AFL trials.</p>
<p><b>Low level adjustment for disability</b></p>	<p>SLSO's</p> <p>AP LS</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$127 300.00)</li> </ul>	<p>Flexible funding used to employ additional SLSO time to support students through modified Multi Lit program and PAT testing.</p> <p>Closer monitoring of students across the school will be used to support NAPLAN findings on a yearly basis.</p> <p>Individual and Adjusted Learning Plans were developed by classroom teachers for all students requiring significant adjustments to the curriculum or learning environment.</p> <p>Learning and Support Assistant Principal continued to refine practices and policy for the school's Learning and Support Team and the provision of support for identified students.</p> <p>School Learning and Support Officers were employed to provide focused and targeted support to all students with Integration funding.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$78 543.00)</li> </ul>	<p>Assistant Principals were allocated 0.2 off class to provide one on one, as well as stage and school professional learning, to mentor staff, carry out observations, demonstrate quality lessons and to engage with their staff on a more personal level to build their capacity within the classroom to improve student learning outcomes.</p> <p>Funding provided used to fund additional school based professional learning at a stage and needs level.</p> <p>Termly planning days conducted by Assistant Principals and their stage teams has resulted in more collaborative and consistent teaching practices.</p> <p>Focus areas included literacy, assessment and wellbeing.</p>
<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$45 888.00)</li> </ul>	<p>School Learning Support Officers provide in-class assistance for students experiencing difficulties in learning. Additional SLSOs have enabled class teachers to target students needing additional support through both one-on-one and small group learning.</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$45 888.00)</li> </ul>	<p>Our school has established the role of Assistant Principal Wellbeing. Funded three days a week off-class, the Assistant Principal Wellbeing leads and manages the Wellbeing practices and structures across our school. Their role is to not only support students and their families who may be experiencing difficulties in a number of areas, but also provide ongoing professional learning opportunities for staff to ensure that they are able to do the same.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$25 474.00)</li> </ul>	<p>Beginning teachers have written Performance Development Plans in consultation with their supervisor. These plans have set directions for supporting them in achieving 'Proficient' level for their Teacher Accreditation. They have been well supported with a combination of additional release time and mentoring from their supervisor and additional Professional Learning. They have been supported through lesson observations, team teaching and demonstration teaching in their own classrooms and have observed and learnt from the teaching practices of their colleagues through participation in learning walks. The impact has been that beginning teachers demonstrate a greater understanding of the professional teaching standards and all eligible beginning teachers have successfully achieved Proficient Teacher Accreditation status.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$15 900.00)</li> </ul>	<p>NAP funding used to employ EALD teacher to directly support targeted students to achieve syllabus outcomes in literacy and numeracy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	209	214	220	209
Girls	201	224	232	233

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.9	95.6	94.9	95.9
1	96.8	95.4	95.7	93.8
2	97.1	96.5	94.8	95
3	95.7	96.1	95.6	94.4
4	96.4	94.4	94.6	94.6
5	96.3	96	93.6	94
6	96.4	94.9	94.9	91.4
All Years	96.4	95.6	94.9	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	17.15
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.05
Other Positions	3

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In addition to the Department of Education's mandatory training, all professional learning is strategically targeted towards developing teacher capacity in achieving the school's strategic directions. The focus in 2019 continued to be on learning – literacy and numeracy, assessment for learning, wellbeing and behaviour education. In 2019, 4 teachers achieved

accreditation at proficient level and were supported by school mentors in developing their teaching skills.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	779,237
<b>Revenue</b>	4,840,354
Appropriation	4,531,997
Sale of Goods and Services	5,419
Grants and contributions	149,014
Investment income	3,724
Other revenue	150,200
<b>Expenses</b>	-4,874,723
Employee related	-4,227,182
Operating expenses	-647,542
<b>Surplus / deficit for the year</b>	-34,369

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	179,698
<b>Equity Total</b>	222,985
Equity - Aboriginal	31,819
Equity - Socio-economic	45,888
Equity - Language	17,978
Equity - Disability	127,300
<b>Base Total</b>	2,939,994
Base - Per Capita	106,056
Base - Location	2,845
Base - Other	2,831,092
<b>Other Total</b>	1,039,254
<b>Grand Total</b>	4,381,931

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

**WAGGA WAGGA PUBLIC SCHOOL – STUDENT RESULTS - NAPLAN 2019**

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	434	432	437	454	406
Year 5	500	486	511	521	489

NAPLAN participation for this school is 99%  
NAPLAN participation for all Australian students is 95%

The table above shows the average student results at this school for 2019.

The cell colour shows how the school's results compare to those of students with a similar background. You can also see whether the selected school's results are above, close to or below those of all students nationally by selecting 'All Australian students'.

NAPLAN results should always be interpreted with care. This is particularly the case in 2019 for some students who experienced disruptions to online tests due to connectivity issues.

**Interpreting the table**

Selected school's average when compared to students with a similar background

Well above
Above
Close to
Below
Well below
No comparison available

## 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. In 2019 the school sought the opinions of students, parents and teachers using the Tell Them From Me surveys. Survey results range from 0, indicating strong disagreement to 10, indicating strong agreement.

Parent satisfaction with Wagga Wagga Public School continues to be high with most parents agreeing that the school, as a learning community is a welcoming, caring and safe environment for all. The four areas of feedback, in order from strongest agreement, are:

- **Safety at School (8.3).** Parents feel that; behaviour issues are dealt with in a timely manner (7.7); their child feels safe at school (8.4); their child feels safe going to and from school (9.1); and that the school helps prevent bullying (8.0).
- **School supports Positive Behaviour (8.2).** Parents feel that; teachers expect their child to pay attention in class (8.4); their child is clear about the rules for school behaviour (8.5); and that teachers devote their time to extra-curricular activities (8.2).
- **Inclusive School (7.3).** Parents feel that; teachers help students who need extra support (7.4); teachers try to understand the learning needs of students with special needs (7.4); school staff take an active role in making sure all students are included in school activities (7.5); and that teachers help students develop positive friendships (7.5).
- **Parents feel welcome (7.3).** Parents feel welcome at the school (7.7); parents can easily speak with teachers (8.3); parents feel that teachers listen to their concerns (7.9); parents believe that written information from the school is in clear, plain language (7.9); and that the school's administrative staff are helpful (8.1).

Analysis of the student data revealed that students held very positive thoughts and views about many aspects of their schooling and education in general. Survey results for the drivers of student outcomes were interesting. Our school dropped slightly in all key areas, however, this year, to ensure accuracy of results, we changed our survey processes. These results will form the foundation of our whole school approaches moving forward. The results include:

- **Effective learning time (7.8).** Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- **Relevance (7.6).** Students find classroom instruction relevant to their everyday lives.
- **Rigour (7.6).** Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- **Bullying (29%).** Students who were subjected to bullying was 7% lower than the norm.
- **Advocacy at school (7.2).** Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- **Positive teacher-student relations (7.8).** Students feel teachers are responsible to their needs and encourage independence with a democratic approach.
- **Positive learning climate (6.5).** There are clear rules and expectations for classroom behaviour, students understand these and teachers maintain high expectations that they be followed.
- **Expectations for success (7.9).** Students think the school staff emphasises academic skills and hold high expectations for all students to succeed.

Teachers were surveyed using the eight drivers of student learning and the four dimensions of classroom and school practices.

For five of the eight drivers of student learning, staff recorded a score that ranged between 7.5 and 8.3. This includes: collaboration (7.9), learning culture (7.9), data informs practice (7.5), teaching strategies (7.5) and inclusive school (8.3). However, in the areas of technology (6.3), parent involvement (6.6) and leadership (6.7) there is an identified need for improvement. These areas will inform future milestones in our school plan.

Teachers were also asked to consider whether they present:

- Challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals. The staff scored 7.2.
- Planned learning opportunities which involve an intentional transfer of skills and knowledge. The staff scored 7.6.
- Quality feedback that guides students' effort and attention. The staff scored 7.0.
- Support for students to overcome obstacles to achieving their learning goals. The staff scored 7.6.

A more detailed analysis of these dimensions will inform the supervision and instructional leadership provided within the school.

## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Wagga Wagga Public School is committed to improving the educational outcomes and wellbeing of Aboriginal students. All teachers at Wagga Wagga Public School have implemented Aboriginal perspectives within their classroom programs. This promotes an understanding of Aboriginal culture – past, present and future, Aboriginal history and contemporary Aboriginal themes and issues.

Teachers reaffirmed positive relationships with our Indigenous families by regularly reviewing, and seeking input from families as Personalised Learning Pathways for Aboriginal students were developed, implemented and evaluated.

Throughout 2019, our Aboriginal Education team continued to develop, implement, monitor and evaluate a variety of cultural programs, initiatives and events at Wagga Wagga Public School. These included:

- The continued development our schools' policies to ensure that they meaningfully address our commitment to Aboriginal education.
- The creation of an 'Aboriginal Tutoring Project' that provided our Aboriginal students with access to extra academic support on a weekly basis. This project was overseen by our Assistant Principal Wellbeing, with student academic goals being drawn directly from their Personalised Learning Pathways that were developed in collaboration with their families.
- The continued strengthening of our links with other schools, mentors, community members and Aboriginal Elders to support our students in becoming successful, confident and proud members of their our community, both within school and beyond. Such links includes the development of ongoing relationships with: Mount Austin High Schools Clontarf and Girls at the Centre Programs; Koorringal High School's Aboriginal Dance Group; and Wagga Wagga High Schools Aboriginal Student Leadership team.

Wagga Wagga Public School promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land. The school acknowledges and celebrates NAIDOC day each year and in 2019 we were proud to host 60 visitors from across the region who all contributed to a culturally immersive experience, the likes of which our school had not previously seen. In attendance were: Local Elders, Aunty Gail and Uncle Pat; local Aboriginal Artist, David Dunn; 15 representatives from Mount Austin's Clontarf program; 10 representatives from the Girls at the Centre Program; 8 representatives from the Koorringal High Aboriginal Dance Group; 10 representatives from the Wagga Wagga High School Aboriginal Leadership team; and representatives from both the Army and Airforce.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Wagga Wagga Public School has a trained Anti–Racism Contact Officer (ARCO) on staff. The role of the ARCO in schools is to be the contact between students, staff, parents and community members who wish to report incidences of racism. In 2019 there were no complaints pertaining to racism at the school.

The school has maintained a focus on multicultural education in the curriculum by providing learning programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

Exposure to cultural diversity is an important aspect of student learning at Wagga Wagga Public School. Multicultural perspectives are emphasised within History, Geography and English lessons. The school celebrated Harmony Day in 2019 and participated in NAIDOC celebrations. As part of our visiting performance schedule each year, WWPS endeavours to invite multicultural performers to enhance student awareness, tolerance and understandings for a wide range of cultures.

Students who attend the school from other nations are supported academically and socially by our English as an Additional Language/Dialect teacher.

In 2019 the school welcomed a number of refugee families who were supported not only by the EALD teacher but the Department of Education Refugee Support staff and local aid organisations. A Yazidi SLSO Language was employed to scaffold students' learning and social skills and assist in liaising with the broader community. We are proud to say that these students and families have assimilated well to our school and are achieving pleasing academic, social and emotional progress.