

North Wagga Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of North 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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School background

School vision statement

North Wagga Public School strives to be a learning community with a strong positive culture that emphasises academic, professional and personal development and strong engagement among students, teachers and the leadership group.

In building our learning community we remain focused on:

- Ensuring everyone learns;
- High expectations;
- A culture of collaboration for school improvement; and
- Results to determine our effectiveness.

We are committed to addressing the cognitive, emotional, social, physical and spiritual wellbeing of all students, ensuring we continue to foster an enabling school environment where everyone connects, succeeds and thrives.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 270 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is valued. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

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>

Strategic Direction 1

Quality Learning: Robust, Strong, Deep and Adaptable.

Purpose

Learners will develop foundation skills in literacy and numeracy leading to strong content knowledge and the ability to learn, adapt and be responsible citizens.

Improvement Measures

Increase the proportion of students achieving proficiency to 40% (NWPS Bump it Up Goal)

Increased attendance to above 96% reflecting improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Personalised Learning: Learning concepts and quality feedback will be explicitly articulated and students will develop capacity to take an active role in their learning.

Evaluation	Funds Expended (Resources)
In 2019, we identified teacher understanding with Learning Intention (LI) and Success Criteria (SC) which was evident through program supervision and stage discussions and feedback with staff. Student assessment processes were evaluated and adjustments were made accordingly. All teachers were involved in this process and professional discussions were scheduled consistently and regularly in stage groups. There was a notable increase (both visually and verbally) in teacher confidence to apply LI and SC in their teaching programs and delivery. In some classrooms, students were able to demonstrate an understanding of their learning expectations and the school will continue this focus in 2020.	

Process 2: Student wellbeing: A whole-school approach to wellbeing for all learners will allow students and adults to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Throughout the year we have implemented a range of strategies/ activities to promote strong student wellbeing. Our whole school approach has seen the development of quality and supportive wellbeing practices through lunch club activities, cultural enrichment afternoons, cyber safety talks, peer support groups and our Speak Up public speaking competition. These avenues had provided a platform for students and teachers to get to know one another in a comfortable and engaging environment. Staff have also attended Trauma Informed Practice modules, building on teacher understanding to be responsive to individual student needs.	

Strategic Direction 2

Quality Teaching: Evidenced-based, Personalised and Focussed.

Purpose

Teachers will have a shared responsibility for student improvement and a transparent, evidenced-based learning culture.

Improvement Measures

One hundred percent of teachers are tracking students on the Literacy and Numeracy Progressions using validated work samples which are aligned with success criteria, learning intentions and student data. Planning and programming reflects this alignment.

One hundred percent of teachers are engaged in Professional Learning on the use of the Literacy and Numeracy Progressions.

All teachers are using work samples to validate decisions around students are tracking on the progressions.

School data from internal assessment practices correlates with student achievement in external measures.

Progress towards achieving improvement measures

Process 1: Teachers enter into a perpetual learning cycle around the Literacy and Numeracy progressions, including the use of PLAN2/ALAN.

Evaluation	Funds Expended (Resources)
Assessment practices have been redesigned to allow greater, more authentic tasks to be implemented across the school in relation to both reading and writing. Explicit articulation of learning intentions and success criteria for assessment tasks has matched everyday classroom practice. This has resulted in writing work samples that have been utilised for professional learning, with teachers matching samples to the creating text part of the Literacy progressions. These approaches are well documented in teacher's programs. Time and resources for accurately tracking students has started to occur, however, it is not yet embedded into practice across all areas of the school and this will be a focus for 2020.	

Process 2: Greater collaboration at the Stage level in the development of assessment tasks, data analysis and validity of the analysis of student performance.

Evaluation	Funds Expended (Resources)
To ensure all staff are well informed and have opportunity to collaborate with their supervisor and same stage colleagues, Term overview folders were developed. These indicated important dates of assessments, and stage and staff meeting agendas. Collaborative planning days were organised each term in order for staff to plan and discuss assessments using consistent teacher judgment as well as program in a collegial way. It is evident that the staff feel supported and valued in decision-making. The quality of assessments has improved as staff have had many opportunities to engage in professional dialogue. This has had a vast impact on student learning outcomes.	

Process 3: All executive assume the role of Instructional Leader within their stage and guide, support and provide colleagues with the professional learning to develop deep understanding in student improvement.

Evaluation	Funds Expended (Resources)
To support staff and ensure current and relevant professional learning is available, all executive have used stage and staff meetings to collaborate and	

Progress towards achieving improvement measures

inform colleagues. During stage meetings, staff have brought work samples to discuss with same stage colleagues about where students are to be plotted on the progressions. A focus being Creating Texts. Executive were given opportunities to attend professional learning that was relevant and beneficial to the needs of the school and have imparted their knowledge to staff at fortnightly staff meetings. Executive networked with other executive colleagues to discuss professional standards and School Excellence Framework. This enabled the Executive to gain a deeper understanding of these documents and pass this knowledge and understanding to colleagues. The result being, all staff gaining a holistic understanding of how to achieve greater student learning outcomes.

Strategic Direction 3

Quality Leadership: Reflective, Instructional, Supportive and Responsive

Purpose

Leaders will enable a self-sustaining and self-improving community that will continue to support a school-wide culture pursuing the highest levels of learning, development and success.

Improvement Measures

The Leadership team, collectively and individually all develop skills in Instructional Leadership, being the drivers of a high performance culture, clearly focused on student progress and achievement, and high quality service delivery.

A growing proportion of the teaching staff (including specialist teachers) have attained, or in the process of accreditation at Highly Accomplished or Lead teacher professional standards. There is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation.

Progress towards achieving improvement measures

Process 1: The school executive regularly analyses school-wide assessment data to identify student achievement and progress. Data Literacy conversations are then transferred to stage teams and individual teachers..

Evaluation	Funds Expended (Resources)
The school executive have met to collaboratively analyse NAPLAN, Inventory Prose and review the effectiveness of assessment practices. As a result of the review, there were aspects of the rubrics that needed improvement to make them user friendly and more effective. In addition, an introduction of term overviews ensures staff are well informed and are prepared to deliver assessment schedules. Time is also allocated in stage meetings to analyse and enhance professional conversation about the results. The impact of this has been the delivery of regular assessments, analysis and responsive teaching practice which in turn assists students in achieving learning outcomes.	

Process 2: Professional Learning in Literacy and Numeracy is differentiated and targetted depending on levels of teacher capacity, experience and levels of accreditation.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy programs and strategies have been led and scaffolded by executive after thorough collegial discussion, analysis of data and explicit understanding of learning intentions and success criteria, to be reinforced by teachers. Throughout the year stages have worked collaboratively to build teacher capacity. Classroom teachers have been encourage to deliver and share all professional learning, upskilling staff and promoting leadership attributes.	

Process 3: The leadership teams participates in capacity development programs, implementing principles of evaluative thinking within a cycle of executive capacity building, and continually monitoring the impacts of programs and practices.

Evaluation	Funds Expended (Resources)
The executive team have participated in a range of significant and pertinent professional learning that was communicated and evaluated with all staff, taking the time to assess collegial understanding and gauge effectiveness. Executive has analysed current practises and made necessary adjustment to create more effective systems, such as our stage assessment modifications. All professional learning gained is discussed as to whether it is appropriate or necessary for our school and if needed effectively implemented.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$22 852) 	Students from K–6 were provided with opportunities to enhance their understanding of Aboriginal perspectives embedded in their learning across key learning areas. Cultural Enrichment afternoons were introduced twice a term with members of our indigenous community participating in sharing their knowledge and passion for their culture. All Aboriginal students were given additional support through Personalised Learning Pathways that were developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low Level Adjustment for Disability (\$27 324) 	Student Learning Support Officers were employed to support identified students for specific focus areas such as reading, spelling, writing and numeracy skills.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students – QTSS (\$47 168) 	Assistant Principals were provided with time to mentor and coach individual teachers as well as meet in stage teams to implement whole school directions and tailor support needed to improve student outcomes.
Socio–economic background	<ul style="list-style-type: none"> • Socio–economic background (\$33 271) 	Funds were utilised to subsidise costs for students and their families for key purposes and initiatives. The funds were also used to support student learning need in the form of Student Learning Support Officers.
Support for beginning teachers	<ul style="list-style-type: none"> • Beginning Teacher Funding (\$18 386) 	Beginning teachers were given additional time with mentors and supervisors to support and develop skills and confidence in self-identified areas.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	140	143	147	151
Girls	129	123	118	122

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.8	95.6	92.9
1	93.8	95.9	94.6	94.6
2	92.1	95.7	93.9	93.6
3	95.1	95.8	93.3	93.2
4	92.4	94.9	93.3	91.6
5	94.4	94	94	92.4
6	95	92.9	92.4	93.6
All Years	94	95	93.8	93.1
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)	3
Classroom Teacher(s)	9.4
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.47

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

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 (\$)
Opening Balance	303,211
Revenue	2,722,772
Appropriation	2,603,617
Sale of Goods and Services	1,961
Grants and contributions	114,301
Investment income	2,893
Expenses	-2,739,194
Employee related	-2,388,036
Operating expenses	-351,158
Surplus / deficit for the year	-16,422

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 Approved SBA (\$)
Targeted Total	47,678
Equity Total	164,355
Equity - Aboriginal	22,852
Equity - Socio-economic	33,271
Equity - Language	2,008
Equity - Disability	106,224
Base Total	2,003,178
Base - Per Capita	62,179
Base - Location	2,126
Base - Other	1,938,873
Other Total	298,208
Grand Total	2,513,418

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 to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and teachers about the school. Various focus groups were held throughout 2019 for students and parents, with a survey completed by staff. Their responses are presented below, and while extremely positive, Tell Them From Me surveys will be completed during 2020 to gain a larger proportion of the student and parent population.

Students

Every student in the school was able to identify two staff members who they felt comfortable to go to if they needed assistance. A large proportion of the students engaged with extra-curricular activities including: sport, dance, choir, public speaking, Tournament of Minds (ToM), Eco Warriors, Student Representative Council (SRC) and lunchtime clubs. The students in the focus group, who were randomly selected from each stage, felt their learning was valued and they tried hard to succeed in all aspects of their schooling. They indicated they felt safe and happy at school and were proud to be students of North Wagga Public School.

Parents

Overwhelmingly parents indicated that the school has a happy and positive vibe. One parent remarked, "From the well maintained grounds and warm greeting from the office ladies, to the sound of the students laughing in the playground and the great lengths staff go to, to ensure student's needs are met, there is no other school I would want my child to be educated at." The parents certainly had a great desire to maintain stability after the substantive Principal left at the beginning of the year, however, they were extremely supportive of the change and the new leadership team.

Staff

The following survey was completed by staff and the results are as follows:

1. I would recommend NWPS as a great place to work? 67% Agree 33% Strongly Agree
2. The Principal leads and manages change? 44% Agree 56% Strongly Agree
3. The Principal communicates effectively with me? 22% Neutral 22% Agree 56% Strongly Agree
4. The Principal encourages and values employee input? 11% Neutral 44% Agree 45% Strongly Agree
5. My stage works collaboratively to achieve it's objectives? 44% Agree 56% Strongly Agree
6. The Principal supports and encourages career advancement? 11% Neutral 56% Agree 33% Strongly Agree
7. My Principal provides acknowledgement or other recognition for the work I do? 22% Neutral 44% Agree 34% Strongly Agree
8. There is good team spirit amongst staff? 11% Neutral 44% Agree 45% Strongly Agree





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.

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.

