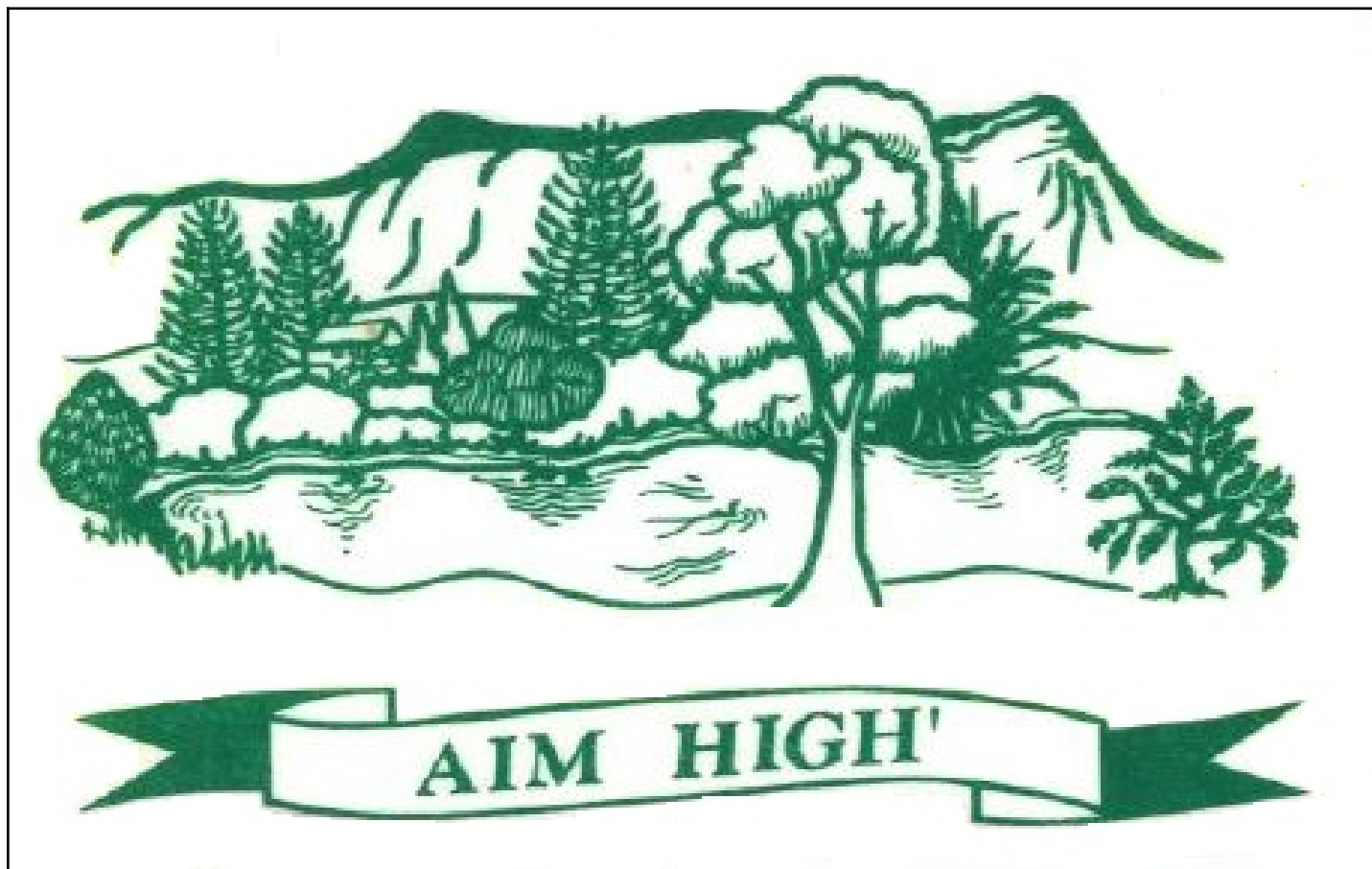


Wiangaree Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wiangaree 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

Wiangaree Public School is a vibrant and harmonious learning community that is highly committed to creating successful, confident and creative learners who are able to thrive in the 21st century. Our school will consistently develop and implement high quality learning programs, where students have opportunities to collaborate, problem solve and utilise technology as a tool to enhance learning.

School context

Wiangaree Public School has a strong focus on 21st century learning skills including collaboration, problem solving and creativity. We use technology to support teaching and learning and our students have individualised learning programs. Our school is well resourced with a full connected classroom package, interactive whiteboards and laptops for each student. The students love to learn and are well known in the district for their performing arts and sportsmanship. As a small school, we highly value and foster respect, responsibility, resilience and leadership in our students, thus creating a quality learning environment of engagement and high expectations.

All teaching staff at Wiangaree Public School strive for excellence in education, with a focus on learning and maintain accreditation through NESA. We participate in regular professional development opportunities and implement positive change in our classrooms for all of our students' needs, based on future thinking educational research.

The school is a proud member of the COLOURSS (Community of Learning of Upper Richmond Small Schools) learning community, which meets regularly for professional development, planning, resource sharing and inter-school activities. Families of the students are very proud and supportive of our school and willingly participate in school and COLOURSS activities.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Growing Future Learners

Purpose

People always need to learn. Wiangaree Public School students are always ready to learn. We deliver high quality teaching and learning experiences every day for every student that is individualised to engage and challenge students to become critical and creative thinkers equipped for the future. We ensure that every student maximises their potential.

Improvement Measures

- Every Individual student will show at least 1years growth for 1 year of teaching.
- Every student will demonstrate growth in PLAN 2
- All teachers demonstrate the use evidence informed practice.

Progress towards achieving improvement measures

Process 1: Draw on research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Evaluation	Funds Expended (Resources)
A survey was conducted during term 4. Feedback from families was overall positive. Parents indicated term 4 was not a good time for surveys. Parents indicated they were unsure of our teaching practices. Parent Info night planned for 2020	Survey

Process 2: All stakeholders involved in goal setting for every student to reach their personal best in a collaborative way with regular evaluations and reflection

Evaluation	Funds Expended (Resources)
Junior class set goals twice during each term throughout the year with the support of the classroom teacher to guide conversations. Senior class is developing their ability to set their own learning goals with teacher support. Parents are informed of current goals when attending parent teacher interviews.	Time Progressions

Next Steps

Moving forward we plan to have more regular goal setting meetings with parent/teacher and students. Moving into 2020 we have planned a parent information session to inform parents of teaching practices and focus areas for the year.

Strategic Direction 2

Embedded approach to Well being

Purpose

All students need to connect, succeed, thrive and learn. We ensure every student is known and cared for in a safe learning environment that promotes positive, respectful relationships to optimise learning across the whole school. We ensure that all students have regular opportunities to develop their social and emotional well being through a planned whole school approach.

Improvement Measures

Surveys of staff, students and the community indicates an improvement in student engagement and wellbeing due to a planned evidenced based approach to wellbeing.

Internal decrease in negative school incidents as positive respectful relationships are evident and widespread.

Teachers know and care for every student, provide support and assistance through using a collective responsibility for students learning success in a shared consultation with parents.

Progress towards achieving improvement measures

Process 1: Develop and implement a whole school integrated approach to student well-being in which students can connect, succeed, thrive and learn at each stage of schooling.

Evaluation	Funds Expended (Resources)
Staff indicated that "Aim High" cards were being used inconsistently will need to adjust the process	Survey Staff meeting

Next Steps

Moving forward – reevaluate the use and implementation of "Aim High" cards within our PBL processes.

Strategic Direction 3

Safe, Supportive Educational Communities

Purpose

Build Capacity of staff to enable students to connect, succeed, strive and learn in a collaborative learning culture.

Improvement Measures

- A significant number of staff attend PD as a joint COLOURSS community
- A strong culture of collaboration and sharing between schools is evident
- Elements of the Wellbeing Framework are embedded within all schools context .
- An increased staff capacity to lead PD across schools to meet the needs of students

Progress towards achieving improvement measures

Process 1: Collaborative and supportive high quality learning:

Provide a diverse range of highly engaging curriculum options for students.

Evaluation	Funds Expended (Resources)
Writing quality is improving this will be an ongoing project for COLOURSS	7 steps for successful writing Explicit Grammar instruction Aspects of writing within the progressions

Process 2: Building Staff Capacity:

Through accessing the expertise of others, strategic professional learning and performance management.

Evaluation	Funds Expended (Resources)
Need to revisit– staff changes have occurred.	

Process 3: Communication with Community:

Ensure newsletters focus on celebrating successes, informing parents of learning and deepening the understanding of PBL through the wider community

Evaluation	Funds Expended (Resources)
The publishing of award recipients in the newsletter has been sporadic. Many students have reached the desired level and been acknowledged successfully however it did not appear in the newsletter each fortnight. We have not yet published enough information about what PBL is and how looks at Wiangaree.	Newsletter

Process 4: Newsletter will inform parents of PBL focus

Evaluation	Funds Expended (Resources)
Moved over to 2020	

Next Steps

Moving forward in 2020– PBL focus added to the newsletter, posters to be placed around the school and lessons to be taught on a weekly basis.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$6 117.00) 	Additional staff to provide support in the classroom. Goal setting for all students – one on one support and achievement of set goals.
Low level adjustment for disability	<p>Additional staff to support in the classroom</p> Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$16 579.00) 	<p>Low level Adjustment for Disabilities was allocated.</p> <p>Staffing \$10,672 and Flexible \$5907 were combined to provide an extra classroom teacher to ensure a junior and senior room operated 5 days a week.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 522.00) 	<p>Extra staffing to release principal from class to team teach and mentor. Allowing time for collaboration and support for staff to plan for individual learning goals for students. Resulting in targeted intervention for students requiring further support</p>
Socio-economic background	<p>Additional staff to ensure two classes are operational for the whole week</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$9 923.00) 	Funding combined with Low level adjustment for disability funding to ensure two classrooms would operate 5 days a week.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	13	17	8	17
Girls	10	10	7	8

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90	90.9	87.4	88
1	90.3	92.5	94.9	95.8
2	87.3	86	92.6	90
3	92.5	91.6	84.9	95.8
4	88.6	91.8	88.7	82.9
5	97.8		90.6	83.3
6	90	92.3	90.3	90.8
All Years	91.2	90.9	89.7	88.5
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		93.2	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
Classroom Teacher(s)	0.75
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	47,546
Revenue	582,200
Appropriation	571,459
Grants and contributions	10,372
Investment income	369
Expenses	-596,644
Employee related	-527,025
Operating expenses	-69,619
Surplus / deficit for the year	-14,445

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	133,976
Equity Total	32,619
Equity - Aboriginal	6,117
Equity - Socio-economic	9,923
Equity - Language	0
Equity - Disability	16,579
Base Total	386,770
Base - Per Capita	3,520
Base - Location	1,520
Base - Other	381,730
Other Total	9,729
Grand Total	563,094

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

Below is a summary of the Parent Survey conducted in term 4, 2019

* 90% of parents indicated their child/ren likes going to school, have a range of positive opportunities, are nurtured and challenged and are known and appreciated by staff.

* 75% of parents felt well informed about school matters, their child's progress, were clearly communicated to and felt welcomed in the school.

* 45% of parents felt their concerns were taken seriously.

* In terms of the environment 90% of parents stated the school was a happy and caring place; 100% believe the school brings out the best in each child; 72% believed discipline problems were competently handled; 63% believe incidents of bullying are noticed and dealt with.

* 90% of parents believe Wiangaree Public School values effort, achievement, manners and talents

* More than 90% of parents believe the staff to be friendly, dedicated, good role models, approachable and helpful.

* 72% or more believe the teaching strategies used has a strong focus on Literacy and Numeracy through a range of teaching strategies.

* 81% believe sport participation is encouraged, Technology is balanced and arts are fostered.

* 95% of parents believe the principal is interested in all students, is friendly, approachable and helpful, communicates clearly, displays strong leadership and makes themselves available to parents

* Overall 90% of parents are satisfied with the school, are positive about the schools direction and would recommend the school to others.

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.