

# Wiripaang Public School

## 2019 Annual Report



## Introduction

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

Wiripaang Public School  
Pacific Hwy  
Gateshead, 2290  
[www.wiripaang-p.schools.nsw.edu.au](http://www.wiripaang-p.schools.nsw.edu.au)  
[wiripaang-p.school@det.nsw.edu.au](mailto:wiripaang-p.school@det.nsw.edu.au)  
4943 4357

### Message from the principal

The 2019 Wiripaang Public School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to improvement and our relentless pursuit of achieving our best. Our teachers are progressive and responsive to student needs and there is strong commitment from our school community. We focus on supporting all students to reach their full potential academically, socially and emotionally. We have committed, proactive teachers and dedicated support staff working to help each child to reach their potential. Our staff have high expectations and adopt a wide variety of innovative teaching practices .

The report contains Wiripaang Public School's self-assessment of the achievement and progress towards the targets and milestones outlined in the 2018–2020 School Plan. I would like to thank our staff and entire school community for their dedication, passion and commitment in continuing to make a difference for our students.

Mrs Julie Low (Relieving Principal)

## School background

### School vision statement

At Wiripaang we aim to provide an environment that develops positive, resilient and life long learners who are intrinsically motivated and resilient citizens. We endeavour to provide opportunities to allow our students to develop the dispositions of critical and creative learners who strive for greatness.

### School context

Wiripaang Public School is a K–6 school, situated in the suburb of Gateshead in the city of Lake Macquarie. Of the school's 210 students in 2019, 33% identified as Aboriginal or Torres Strait Islander descent. Wiripaang Public School has 11 classes, 8 mainstream and 3 within a Support Unit. The Support Unit consists of a Moderate and Severe Intellectual Disability (IO/IS) class, a Mild Intellectual Disability (IM) class and a Multi Categorical (MC) class. The school services a complex, low socioeconomic community and has a strong focus on high expectations with an ongoing commitment to improving educational outcomes for all of its students and staff. It has a Family Occupation and Education Index (FOEI) of 192, with the state average being 100. As a Positive Behaviour for Learning school, the expectation of being a Respectful, Responsible Learner underpins the collective vision of all within our learning community. Wiripaang Public School has a Department of Education appointed Aboriginal Education Officer (AEO) and a self-funded Community Liaison Officer (CLO), both staff members foster valuable links between the local and wider community and the school. NAPLAN data over the past three years reflects complexity with school performance under that of state expectation but more recently our data indicates that we are outperforming statistically similar schools in areas of Writing, Spelling and Numeracy. The school is an Early Action for Success school which provides extra resources for targeted programs focused explicitly on improving student outcomes in Literacy and Numeracy K – 2. Consistent collection and analysis of data, early transition programs, Speech Therapy and intervention programs enhancing the opportunities for students to be taught explicitly at point of need and on their personalised learning path. The school offers successful and varied sporting opportunities and a talented creative and performing arts program.

Wiripaang Public School is a proud member of the Waiyarang Community of Schools.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Learning for the future

#### Purpose

To develop confident, resilient, adaptable learners, fostering growth in social and emotional capabilities. Engaging students in their learning to ensure they are confident in making decisions and strengthening relationships that empower their future.

#### Improvement Measures

- All students achieve expected growth in internal and external data sources.
- Well-being data indicates improved relationships between students as identified in survey results.
- Parents demonstrate improved engagement in their child's learning using a range of surveys, attendance data and feedback.

#### Progress towards achieving improvement measures

##### Process 1: Evidence based practices drives literacy and numeracy acquisition across all subject areas

Learners receive engaging literacy and numeracy experiences.

Evaluation	Funds Expended (Resources)
Demonstrated commitment within the school community to evidence based practices is evident, ensuring that all students are making learning progress.  Wider community is informed about quality teaching and learning via events, social platforms, newsletters, displays within the school.  Community survey indicated that the community would like to be further educated in how to support their child at home.  Numerous agencies have supported students in their engagement in literacy and numeracy experiences eg. Centre 4 Hope  Instructional Leader to continue comprehensive professional learning and intervention schedule for students into 2020	Seesaw  Information Sessions  Events  Facebook  Twitter  Attendance campaign

##### Process 2: Quality learning environments

Classrooms clearly reflect the agreed practices of the school through improved systems, professional learning and programs.

Evaluation	Funds Expended (Resources)
Students displaying increased engagement in their individual learning through the personalised learning and support programs; feedback practises implemented; improving wellbeing data and a greater emphasis on student voice throughout initiatives . PBL will continue to be reviewed and a reboot of the systems and processes both positive and negative will occur in 2020. Self regulated learners are our aim and we continue to implement measures to upskill students in strategies to support the attainment of this.  Visible learning structures are in place and are observed in most rooms. Utilising these supports will continue to be a focus as it is embedded into the environment and part of overall teaching and learning at Wiripaang PS	Student Self Assessment in reports  PBL Data  Student report grades on Respectful, Responsible Learner  Visible Learning strategies evident in classrooms

##### Process 3: Research informed programs for wellbeing and engagement

## Progress towards achieving improvement measures

**Process 3:** Students engage with quality wellbeing programs and practices.

Evaluation	Funds Expended (Resources)
<p>A substantial amount of positive wellbeing professional learning, processes and support structures have been put in place throughout the year. These are inclusive of: PBL; Zones of Regulation; Machill program; WiriHearts; Shine Gilrs; breakfast club; Sista &amp; Bro Speak; structured playground activities.</p> <p>The Community Liaison Officer and Aboriginal Education Officer support these positive wellbeing programs with the teaching staff to ensure maximum impact for students wellbeing outcomes.</p> <p>Kids Matter and TTFM surveys indicated that the majority of students feel safe and happy at school with a strong sense of belonging.</p>	<p>PLAN2, tracking of data</p> <p>Peer Support/PBL Data</p> <p>Wellbeing Documentation</p> <p>Community Events Data/Attendance</p> <p>TTFM</p> <p>Kids Matter</p> <p>Attendance processes</p>

## Strategic Direction 2

### Teaching for impact

#### Purpose

To develop effective, committed, collaborative teachers who focus on student growth through a school wide approach to innovative curriculum delivery, utilising evidence based practices.

#### Improvement Measures

- Literacy and Numeracy Learning Progressions show continuous growth.
- Teaching and non-teaching staff Professional Development Plans reflect achievement of goals.
- Teacher personal reflection using the AITSL Classroom Practice continuum resulting in personal growth.

#### Progress towards achieving improvement measures

##### Process 1: Effective classroom practice

School wide systems build teacher capacity to effectively deliver evidence based practice.

Evaluation	Funds Expended (Resources)
<p>5 weekly program cycle allows teachers to revisit misunderstandings and was evaluated as being an effective cycle to continue following as it gave staff a clear point to use data to inform their teaching practice and reassess.</p> <p>Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.</p> <p>Staff engage with What Works best doc and review 2017/2018 analysis and feedback and look at 2019 and provide feedback.</p> <p>The need for ongoing improvement and development of consistent programs and lesson plans that make reference to student achievement, curriculum requirements and student feedback showing evidence of continuous improvement for all students across a full range of abilities, with a particular focus on transition points.</p>	<p>PLAN2</p> <p>Teaching &amp; Learning programs</p> <p>Survey of students re feedback</p> <p>What Works Best doc</p>

##### Process 2: Data analysis

Quality, valid and reliable data drives teaching.

Systems are in place to collect data that reflects the teachers learning goals and quality learning programs.

Evaluation	Funds Expended (Resources)
<p>Our data and assessment schedule was described as useful, manageable, realistic, inclusive of formative and summative assessments by staff and directed staff knowledge of student learning at points in time allowing for consistent teacher judgement. Clearly understand, develop and apply assessment for learning, assessment as learning and assessment of learning in determining teacher directions, monitoring student progress and achievement as well as reflecting on teacher effectiveness.</p> <p>There has been a steady and sustained growth in NAPLAN results with high expectations and advanced professional leadership aimed at the continuation of this trend as vindicated at a state level. Continue to analyse data with the view of improving NAPLAN results and shifting the majority of students above</p>	<p>Student growth over time</p> <p>Writing tool data</p> <p>PAT</p> <p>PLAN 2</p> <p>Teacher survey</p> <p>Evidence of a variety of assessment strategies</p>

### Progress towards achieving improvement measures

minimum standard for reading, writing and numeracy.

PDP process continue to be refined to implement targeted professional learning to staff goals and needs for their classroom context.

SWANS

### Process 3: High quality professional learning

Professional learning is driven by teaching and learning needs and combines collaboration, consultation, evaluation and feedback to improve student growth.

Evaluation	Funds Expended (Resources)
Scope and Sequence remains a work in progress as the department continues to release updated support documents, this needs to continue to evolve into and throughout 2020.  Collaboration, mentoring and coaching supports the ongoing development and improvement of all teachers, by expert teachers.	PDP process effectively implemented  Professional learning targeted at PDP goals, linked to School Plan and SEF  Deep understanding of current syllabus documents



## Strategic Direction 3

Leading for improvement

### Purpose

To develop instructional, collaborative, strategic leaders that successfully deliver whole school improvement with a culture of high performance and high expectations.

### Improvement Measures

- Wellbeing data indicates a reduction in conflicts as a result of effective positive peer relationships.
- Data is used more effectively to drive school improvement through self assessment practices using quality pieces of evidence.
- Opportunities through engagement in distributed instructional leadership.

### Progress towards achieving improvement measures

#### Process 1: Engaging instructional leadership

Leadership teams (executive, curriculum and student) establish, develop and plan for a culture of high expectations and continuous improvement.

Evaluation	Funds Expended (Resources)
Action plan evaluations by teams demonstrates that teams are working effectively at monitoring and implementing their milestones and school wide initiatives aimed at continuous improvement.	Meeting minutes Milestone Evaluations
Meeting structure to continue as is into 2020 as reflective practices indicate it is time efficient and impactful in achieving the desired outcomes	Action Plan summaries
Curriculum and Wellbeing teams to consider more regular meetings due to the substantial role they have across the school.	

#### Process 2: Strategic systems, structures and processes

Leadership teams allocate resources strategically resulting in improved outcomes and shared accountability.

Building sustainability of the leadership teams through highly effective systems.

Evaluation	Funds Expended (Resources)
Action Plans evident and clear schedule of when teams meet with agendas and meeting minutes recorded on the Cloud to aide in transparency and communication measures.	Action Plans Cloud storage
Staff summary of roles and responsibilities created and adhered to, allowing for productive output from all staff members.	Expectations published
Aspirant leaders identified and given opportunities through their respective teams to develop capacity.	

#### Process 3: Systematic Evaluation

Leadership teams systematically and regularly review systems and practices to gauge the impact of the School Plan and to inform future improvements.

Evaluation	Funds Expended (Resources)
------------	----------------------------

## Progress towards achieving improvement measures

Evaluation Team meets twice a term to suggest improvements based on analysis of data obtained through strategic observations, examining the voice of all stakeholders and ensuring the adherence to policy and procedures within our school setting. Impact and progress towards measurable targets is assessed and improvement measures monitored for further attainment.

Surveys and polls on online platforms to obtain data for strategic evaluation

Staff focus groups and Student Representative Council reflect on events and current systems

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>During 2019, Wiripaang Public School received a funding allocation to support the full-time employment of an Aboriginal Education Officer. The school used additional funding to employ Aboriginal School Learning Support Officers to support the teaching and learning of all students.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$106 474.00)</li> </ul>	<p>A deeper knowledge, respect and understanding for Aboriginal culture was demonstrated by students, staff and community. Aboriginal students were offered multiple opportunities to engage in culture and were supported by staff with a clear focus on the development of literacy and numeracy skills.</p>
<b>Low level adjustment for disability</b>	<p>These resources are utilised for the employment of School Learning Support Officers to enhance the achievement of student learning outcomes and wellbeing needs across all settings at school. This includes the full time employment allocation of 1.1 Learning and Support Teachers to provide expertise to staff and student intervention. These funds also support the staff required to run our Wonnai school readiness program for children attending our kindergarten the following year.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$169 973.00)</li> </ul>	<p>Students transitioning to school displayed increase confidence and skill development throughout the year as well as a growth in numbers for kindergarten 2020.</p> <p>Through the LAST allocation students were supported through intervention to support complex needs and staff upskilled in strategies to obtain and utilize data to make appropriate adjustments.</p> <p>SLSO's had a clear focus on literacy, numeracy and wellbeing support to maximise the teaching and learning in all classrooms.</p>
<b>Socio-economic background</b>	<p>This funding was used to strategically allocated to forming an additional class.</p> <p>It is used to employed a Speech Pathologist one day a week to work with students in the early years of schooling.</p> <p>Employment of additional School Learning Support Officers to support student intervention.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$518 393.00)</li> </ul>	<p>An additional class and teacher allowed for reduced class sizes leading to personalised differentiation and targeted teaching at point of need across the school.</p> <p>The ability to have a certified Speech Pathologist working with identified students and upskill all staff in expressive and receptive language needs of our students resulted in improved support and outcomes for students in core curriculum areas</p> <p>SLSO intervention runs daily in classrooms during literacy and numeracy sessions. Staff support the teacher and the explicit teaching of concepts.</p>
<b>Early Action for Success</b>	<p>\$130,603 was received as part of the Early Action for Success Initiative for the employment of an</p>	<p>The DP Instructional Leader provided guidance and support to teachers through lesson demonstrations, observations, planning for learning and in class coaching.</p>

<b>Early Action for Success</b>	<p>Instructional Leader (Deputy Principal) 0.8 FTE.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>Teachers engaged in data conversations with the IL each term to monitor individual student and class progress against Early Action for Success targets and make informed choices of teaching strategies to support flexible groupings and targeted teaching. In particular, numeracy pedagogies were consolidated this year and embedding research based teaching methods in the classroom through reflective practice and feedback.</p>
---------------------------------	---	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	119	118	111	113
Girls	114	105	97	88

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.9	92	90.8	87.9
1	89.9	91.6	90.3	88.1
2	90.3	91	90.6	90.1
3	89.3	91.5	90.7	94.2
4	85.1	89.2	83.7	89.2
5	91.2	86.8	90.2	89.5
6	86.3	86.8	81.6	88.3
All Years	88.9	89.7	88.2	89.5
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	93.8	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)	8.6
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration and Support Staff	6.02

\*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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	377,132
<b>Revenue</b>	3,603,406
Appropriation	3,518,568
Sale of Goods and Services	4,205
Grants and contributions	79,065
Investment income	1,568
<b>Expenses</b>	-3,669,901
Employee related	-3,275,701
Operating expenses	-394,200
<b>Surplus / deficit for the year</b>	-66,495

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>	753,216
<b>Equity Total</b>	796,847
Equity - Aboriginal	106,474
Equity - Socio-economic	518,393
Equity - Language	2,008
Equity - Disability	169,973
<b>Base Total</b>	1,439,913
Base - Per Capita	55,666
Base - Location	0
Base - Other	1,384,247
<b>Other Total</b>	299,586
<b>Grand Total</b>	3,289,563

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 website.

## Parent/caregiver, student, teacher satisfaction

Throughout 2019, Wiripaang Public School utilised a range of methods to gauge student, staff and caregiver satisfaction. These methods included online surveys, one on one parent interviews and student, staff and parent surveys through the Tell Them From Me surveys. Overall staff at the school feel they have an excellent understanding what's important to the community. Over 80% agree that relationships between staff and families are respectful and responsive to the family's needs. The great majority of students at our school feel that their teachers listen to them and value their opinions. Nearly all students agree that their teachers encourage them to take on new challenges, and over 90% stated that they 'liked' attending Wiripaang Public School. Parents feel confident that they are encouraged to contact the school to discuss concerns relating to their child and that school is a happy and safe place. The data collected throughout 2019 has led to improved practice with a sustained focus on communication between the school and the home, and the development of a reviewed behaviour management and rewards system that encourages achievement across all areas of 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.

## 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.