

# Wingham Public School

## 2019 Annual Report



7314

## Introduction

The Annual Report for 2019 is provided to the community of Wingham Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

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

### School context

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

## Self-assessment and school achievement

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Excellence in Classroom Practice

#### Purpose

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

#### Improvement Measures

The school is able to evidence growth from *Delivering to Sustaining and Growing* in the theme of internal and external measures against syllabus standards in the Learning Domain of Student Performance Measures

The value added data in SCOUT demonstrates growth from *Delivering to Sustaining and Growing* in Literacy and Numeracy across K–3, 3–5, 5–7.

The school is able to evidence growth to *Excelling* in the theme of Data Skills and Use from the School Excellence Framework

#### Progress towards achieving improvement measures

##### Process 1: Visible Learning Project

Implementation of evidence-based teaching practices to make learning "visible" and maximise student achievement.

Evaluation	Funds Expended (Resources)
Staff have a deeper understanding of Visible Learning principles and are actively using Learning Intentions and Success Criteria in their classrooms. Class walkthroughs indicated that 100% of classrooms displayed learning intentions and success criteria in Mathematics. Walkthroughs also indicated that many staff are using learning intentions and success criteria for Writing. Staff and students are able to articulate the mind frames that have been taught whilst developing a positive mindset to learning. Evaluation of professional learning indicated that all staff have deepened their understanding of Visible Learning philosophy and practices in the classroom.	\$11000

##### Process 2: Using Data with Confidence

Staff confidently interpret, analyse and use a variety of data to maximise student achievement.

Evaluation	Funds Expended (Resources)
After completing professional learning staff utilised SCOUT and analysed data to inform teaching and learning and student progress. 100% of teaching staff are competent in accessing and utilising SCOUT data. The school developed a data base which has been analysed and modified to create authentic assessment plans for Key Learning areas. Assessment plans have been modified for 4 of the Key Learning areas. School developed processes to store data and track student achievements and wellbeing records to ensure that data was relevant, robust and practical to use for staff. The majority of teaching staff regularly enter or update data on the schools Sentral system.	Professional learning was provided by executive staff and Centre for Educational Statistics and Evaluation

## Strategic Direction 2

### Aspirational Learning Community

#### Purpose

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

#### Improvement Measures

The school is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Teaching domain element of Data Skills and Use, & Effective Classroom Practice, and in the Learning domain element of Assessment and Learning Culture.

An increase of staff and parents believing there is collective responsibility for student learning.

The Family School Partnership Framework "School Assessment Tool" indicates growth from *Developing* to *Sustaining*.

The school is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Leading domain element of Educational Leadership.

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership

Provision of high quality instructional leadership which models and promotes excellence.

Evaluation	Funds Expended (Resources)
Staff completed Professional Development Plans with personal and school strategic goals. After reviewing staff plans there was improvements toward individual goals. The school timetabled Instructional rounds to allow staff to observe best practice ensuring continuous improvement in teacher quality. This was helpful to beginning teachers. Teachers from Years 3 to 6 were upskilled in the teaching of writing. This pedagogy was introduced in writing lessons. Student work samples indicated improvement in their writing abilities from the spoken to academic texts. Evaluation of instructional leadership indicated that it was of high quality, appropriate and staff felt supported to implement best practice in their classroom.	\$106716 Employ casuals to relieve executive and team leaders from class  Professional learning for staff was provided by executive staff and a curriculum advisor from a northern network.

##### Process 2: Progressing Parent Engagement

Families and school work together to: share responsibility for learning and create positive attitudes to learning; understand how children learn and build on their capacity to support learning at home.

Evaluation	Funds Expended (Resources)
Plans to beautify the garden have been developed and equipment has been purchased, however, due to the drought these plans have been delayed. The school has had a positive response from parents and the community to the new digital electronic sign which was erected this year. This sign was effective and necessary tool to communicate to parents when the school was non operational, during the recent bushfires. The school changed the format for parent/teacher interviews. Responses from parents indicated that they were happy the interviews allowed them more time with teachers. 100% of teachers also indicated the new parent/teacher interviews were time efficient and well attended by parents.	\$20000

## Strategic Direction 3

Connect, Succeed, Thrive and Learn.

### Purpose

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

### Improvement Measures

PBL School Evaluation Tool (SET) indicates that PBL is embedded in all learning settings.

The school self evaluation against the SEF is able to evidence growth from *Sustaining and Growing* to *Excelling* in the Learning domain, Wellbeing element.

### Progress towards achieving improvement measures

#### Process 1: Positive Behaviour for Learning

Creating a safe, effective teaching and learning environment.

Evaluation	Funds Expended (Resources)
Positive Behaviour for Learning (PBL) continues to be an exceptional initiative within the school. School data indicates a steep decline in behavioural incidents in the playground. All students are able to identify and describe the school's core expectations. The PBL team met fortnightly and developed quality lesson plans that were delivered in accordance with the weekly focus. A regular time was set aside to ensure consistency K–6. Staff agreed that the PBL team had developed a robust action plan which ensured direct and progressive goals. Staff indicated that the weekly focus, school directions and data analysis combined to form a cohesive approach.	\$3913

#### Process 2: Wellbeing

School will be a supportive teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Evaluation	Funds Expended (Resources)
Results from the Wellbeing Self Assessment tool indicated that there were significantly more wellbeing programs operating than staff realised. A wellbeing program for classrooms was purchased and staff have indicated that it supports the needs of students and has engaged students in thoughtful wellbeing processes. New softfall under the fixed equipment area has enhanced the play space and made it safer for students. The school continued to develop transition programs for both pre-school and Year 6 to 7. The Science link from Stage 3 to Stage 4 continued in 2019. Focus groups revealed that these weekly experiences lessened the anxiety for students starting high school. The processes for the Learning and Support team were streamlined which allowed for a greater number of students referred. Referrals were also dealt with in an expedient manner and as a consequence robust student plans and intervention strategies were implemented. As a result of combining Wellbeing and Using Data with Confidence staff were more vigilant with collecting, analysing and using student data.	\$52860

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$71 156.00)</li> </ul>	<p>As a result of employing a Aboriginal Elder in Residence and an Aboriginal School Learning Support Officer Aboriginal students have become more empowered through cultural experiences including the Gathang language program, and learning about the Biripi history and traditions. Parents have indicated that the Aboriginal programs across the school have helped non Aboriginal students understand the significance of the Aboriginal culture. The Anti Racism Contact Officer has indicated that there is less racially motivated negative talk in the classrooms and playground. Employing an Aboriginal Student Learning Support Officer in classrooms to support literacy and numeracy has not only strengthened relationships for Aboriginal students but has provided support to lessen the gap in achievement for students. The Aboriginal and Torres Strait Islander (ATSI) students performed as well as, if not better than Non ATSI students in Year 3 and 5 NAPLAN.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$203 293.00)</li> </ul>	<p>Funds were utilised to employ additional intervention staff to cater for students with additional learning needs. 100% of identified students were provided with Personalised Learning Plans. This accompanied by intervention for Tier 2 and 3 students as well as differentiation within all classroom programs resulted in academic gains in literacy and numeracy.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$54 425.00)</li> </ul>	<p>These funds were used to release an executive from class teaching to deliver targeted intervention, professional learning and systematic planning and evaluation, however, the executive staff member assumed the position of Curriculum Advisor for a northern network. Therefore the funds were utilised to allow for distributed leadership time for other executive and leaders of action teams to deliver professional learning and systematic planning and evaluation. As a result, after evaluating professional learning, staff have indicated that the learning was highly valuable, well executed and robust. Through questionnaires and evaluation of action plans, team leaders indicated that time provided was appropriate, allowed for collaboration and resulted in the thorough completion and implementation of action plans for key learning areas and strategic directions.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$280 169.00)</li> </ul>	<p>Socio-economic background funds have been used to provide personnel and physical resources for classrooms. The invaluable additional support of SLSO's within classrooms has enabled support for small groups and individuals bolstering personal learning programs and adjustments. An additional full-time staff member was employed to establish an additional class.</p>



<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$280 169.00)</li> </ul>	<p>This enabled favourable class groupings and numbers across both the K-2 and 3-6 settings. Funds were also used to support the school strategic directions. School evaluation indicated that this use of funds generated excellence in classroom practice, an aspirational learning community and allowed students to connect, succeed, thrive and learn.</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 (\$14 130.00)</li> </ul>	<p>Beginning teacher funding started with the appointment of a permanent beginning teacher in Term 2. These funds provide extra release from face to face teaching allowing the beginning teacher time to program, evaluate and attend professional learning. The time also allowed for classroom observations mentoring and feedback from the immediate supervisor and collaboration time within the relevant stage and staff teams. The application of these funds led to the establishment of a strong support network for the beginning teacher both mentally and professionally. During the initial period of teaching some improvements in classroom practice, time management and curriculum knowledge have been observed. The beginning teacher has also indicated that the support has been appropriate, timely and beneficial.</p>
<p><b>Early Action for Success</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Early Action for Success (\$163 254.00)</li> </ul>	<p>Early Action for Success continues to be a driving force within our school. In the aspect of Reading 74% of Kindergarten students, 97% of Year 1 students and 76% of Year 2 students achieved EAfS targets. in the aspect of Additive Strategies 95% of Kindergarten students, 71% of Year 1 students and 69% of Year 2 students achieved EAfS targets. Class teaching and learning programs and lesson observations by the L3 trainer have indicated that L3 has been a successful teaching pedagogy and is authentically implemented in our school. Students who have had access to Tier 2 &amp; 3 intervention have shown positive growth in Literacy.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	166	177	156	147
Girls	157	150	159	159

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	94.7	94	94.8
1	95.5	94.2	92.3	93.3
2	93.9	94.6	93.4	93
3	94.1	92.4	94.5	93.1
4	92.5	94	91.5	93.7
5	93.7	93.7	93.6	93.4
6	95	93.1	91.6	93.2
All Years	93.9	93.8	92.9	93.5
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)	11.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.02

\*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 Actual (\$)
<b>Opening Balance</b>	339,770
<b>Revenue</b>	3,428,977
Appropriation	3,384,035
Sale of Goods and Services	363
Grants and contributions	42,919
Investment income	1,660
<b>Expenses</b>	-3,334,049
Employee related	-3,066,920
Operating expenses	-267,129
<b>Surplus / deficit for the year</b>	94,928

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>	24,433
<b>Equity Total</b>	554,616
Equity - Aboriginal	71,156
Equity - Socio-economic	280,169
Equity - Language	0
Equity - Disability	203,292
<b>Base Total</b>	2,324,942
Base - Per Capita	73,911
Base - Location	6,014
Base - Other	2,245,017
<b>Other Total</b>	455,956
<b>Grand Total</b>	3,359,948

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

## Parent/caregiver, student, teacher satisfaction

### Parents/Caregivers

Parents were surveyed about satisfaction with school and the following results were recorded

- 93% of parents reported they can communicate easily with the school
- 90% of parents believe that teachers are dedicated and have a positive attitude
- 88% of parents would strongly recommend their school to others
- 83% of parents believe the school is a happy and caring place.
- 75% of parents believe they are well informed about their child's progress
- 73% of parents say their child likes going to school each day.

### Student

- 92% of students surveyed believe that schooling is useful to their everyday life and it will have a strong bearing on their future.
- 91% of students say they try hard to succeed in their learning.
- A school mean of 8.5 out of 10 students agree that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 73% of Aboriginal students feel that teachers have a good understanding of their culture.
- 91% of students agree and strongly agree that they try to improve upon their learning

Staff were surveyed and the following results were obtained:

- 92% of staff stated that the school executive communicate effectively and that they are included in whole school decisions
- 93% of staff stated they were proud to work at Wingham Public School and had a strong attachment to the school.
- 92% of staff feel that Wingham Public School focuses on
- 86% of staff feel motivated to contribute more than is required at work
- 86% of staff believe that they work in a helpful and supportive environment
- 80% of staff feel that Wingham Public School is a positive place to work

## 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.