

2020 Annual Report

Wangi Wangi Public School



Wangi Wangi
PUBLIC SCHOOL

3373

Introduction

The Annual Report for 2020 is provided to the community of Wangi Wangi Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

Wangi Wangi Public School and the community supported one another throughout the challenges of 2020. Our community continues to grow and enhance partnerships. In 2020, we were fortunate enough to open a brand new building, housing six flexible learning spaces. These spaces reflect the contemporary nature of our school and support the quality teaching and learning that takes place. As Principal, I am incredibly proud of our staff, students and the community for the way that they worked together in partnership to make 2020 the best year possible. I look forward to building on this foundation into the future.

Yours in Education

Mr Lee Englefield

Principal

School vision

At Wangi Wangi Public School we believe all students can be **successful**.

We support all students to achieve this through being:

Engaged learners - feeling challenged and inspired to develop a lifelong love of learning

Confident students - developing positive thinking to be well-rounded and respectful students

Proud of their achievements - valuing their intellectual curiosity to achieve their full potential by taking control of the direction of their learning

Equipped with a positive mindset - involving their overall wellbeing, health and safety

Connected to the community - building strong, collaborative relationships with parents/caregivers and the wider community

School context

Wangi Wangi Public School is a thriving, growing, K-6 school located in a suburb of the City of Lake Macquarie in New South Wales. The school is located on the traditional land of the Awabakal people and is surrounded by beautiful Lake Macquarie.

Students at WWPS enjoy a safe, caring and productive school environment where they are exposed to a range of exciting extra-curricular activities.

Staff are highly dedicated professionals who go beyond what is required to provide outstanding educational opportunities for all students. There is a mixed age and gender profile among the staff.

The school community sets high expectations and is supportive, proud of student achievements and involved in learning programs. The Family Occupation and Education Index has remained consistent at 110.

The proportion of students with Indigenous backgrounds has remained at 20%. The school has close connections with the Itji-Marru AECG, who continue to support all Aboriginal students.

The general trend in reading indicates that there is a gradual increase in the percentage of students performing in the top bands in Years 3, 5 and 7. Writing and Mathematics are areas identified as needing significant improvement. The school is focusing on improving the percentage of students performing in proficient bands in both Years 3 and 5.

School funds (SBAR) support key initiatives, targeted at lifting the level of reading, writing and numeracy results across the school. SBAR has also supported the establishment of a Curriculum Leader position. In the broader school community, the school has established long standing connections with many local business groups.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High Expectations

Purpose

Establishing an environment where **high expectations** underpin a quality school culture, where pedagogical practices focus on improving, engaging and accelerating students in an education which inspires them to be active participants in future focused learning opportunities.

Improvement Measures

Teacher observations demonstrate effective evidence-based teaching strategies used across the school.

Students take responsibility for their own learning through goal setting, monitoring and receptive feedback practices.

Teaching and Learning programs demonstrate high expectations, effective use of student data and evidence based pedagogy linking to literacy and numeracy benchmarks.

Progress towards achieving improvement measures

Process 1: Quality Teaching

The school has an integrated approach to quality teaching, curriculum planning and delivery, and assessment to promote high expectations, learning excellence and responsiveness in meeting the needs of all students.

Evaluation	Funds Expended (Resources)
<p>Phonics Screening Check provided useful data about our Year 1 cohort and led us to direct funds to providing reading intervention for this cohort.</p> <p>All staff completed Effective Reading: Phonics which demonstrated collective efficacy and allowed a consistent understanding of teaching reading to be developed.</p> <p>Sound Waves Spelling Program has created a consistent approach and all teachers report a positive impact on their understanding of how to teach spelling.</p> <p>Curriculum leader support enabled the development of consistent practice.</p>	<ul style="list-style-type: none">- Curriculum Leader role.- Employment of reading intervention teacher.- Introduction to the Literacy and Numeracy Progressions & Using the Progressions with PLAN2 PL (Tim, Danni, Nick, Di).- Effective Reading in the Early Years PL (Danni).- Effective Reading: Phonics opt-in PL (all staff).- Sound Waves Spelling PL.- Explicit Direct Instruction PL (all staff).- Additive Strategies PL (Danni).- New staff attended Seven Steps PL..- Phonics Screening Check Trial - Year 1.- Effective Feedback PL (Ed Services).- Trauma-induced Practice PL. <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies to effectively engage students in their learning to become self regulated learners.

Evaluation	Funds Expended (Resources)
<p>Staff continue to develop and implement teaching strategies best utilising the new innovative learning environments.</p>	<ul style="list-style-type: none"> - Curriculum Leader role. - Extra release for teachers and simultaneous release for teachers sharing ILEs. - Collaborative planning days. - School visits: Sydney schools & Hunter schools. - Introduction to Teaching and Learning in ILEs PL (all staff) - Learning and Teaching in ILEs online PL (all staff). - Flexible Learning Space by Design PL (all staff). - SLEC support the development of a transition plan. - SLEC Webinar attended online (all staff). - T4L support in planning, PL and in classrooms. - STEM resources purchased. - Surface Pros for each classroom.

Process 3: Professional Learning

Teachers will engage in explicit professional learning that promotes quality teaching and achieves student academic growth.

Evaluation	Funds Expended (Resources)
<p>Staff completed relevant PL and have implemented changes to teaching practices.</p>	<ul style="list-style-type: none"> - Introduction to the Literacy and Numeracy Progressions & Using the Progressions with PLAN2 PL. - Effective Reading in the Early Years PL.. - Effective Reading: Phonics opt-in PL. - Explicit Direct Instruction PL. - Additive Strategies PL. - New staff attended Seven Steps and FISH PL..

Progress towards achieving improvement measures

Staff completed relevant PL and have implemented changes to teaching practices.

- Sound Waves Spelling PL.
- Phonics Screening Check Trial - Year 1.
- Effective Feedback PL.
- Trauma-induced Practice PL.
- Introduction to Teaching and Learning in ILEs PL
- Learning and Teaching in ILEs online PL.
- Flexible Learning Space by Design PL.
- SLEC support the development of a transition plan.
- T4L support in planning, PL and in classrooms.

Strategic Direction 2

High Value Added

Purpose

Providing an educational setting where **high value added** teaching and learning is present across all classrooms with identified professional learning that supports rich data analysis to inform and drive evidence based practices.

Improvement Measures

Increase the percentage to 35% of students achieving in the top two Literacy and Numeracy bands in NAPLAN (Bump It Up).

All teachers use formative and summative assessment practices as an integral part of daily classroom instruction.

85% of students reaching or exceeding expected stage appropriate literacy and numeracy benchmarks.

85% of Aboriginal students meet or exceed stage appropriate benchmarks.

Progress towards achieving improvement measures

Process 1: Data monitoring

Accurate data tracking processes, programs and interventions address identified student specific needs and inform future school directions.

Evaluation	Funds Expended (Resources)
Data Meetings developed collaboration among staff and created a space for conversations about teaching practice and student learning. Using the additive strategies progressions enabled staff to see how useful they are for setting goals with students and identifying next steps. Data walls created a culture where growth in learning is celebrated. Analysis of student writing samples enabled us to identify school areas of need (vocabulary and sentence structure).	- Professional learning (PL). - Extra release for teachers each week. - Collaborative planning time.

Process 2: Evidence based Curriculum Enhancement

Teachers implement high quality professional understanding in literacy and numeracy teaching practices achieved through modelled and supportive instructional leadership. Evidence based professional learning, demonstration teaching and a culture of high expectations will contribute to measurable whole school improvement, to ensure maximized student academic growth.

Evaluation	Funds Expended (Resources)
Teachers were provided with professional learning relating to evidence based best practice and supported to implement this in classrooms.	- Curriculum leader. - LaST teacher. - SLSOs employed. - Professional learning.

Strategic Direction 3

Highly Effective Partnerships

Purpose

Highly effective partnerships drive a shared understanding and commitment where learning is the collective responsibility of all stakeholders, ensuring engagement, achievement and inclusivity for every student.

Improvement Measures

Parents and caregivers are informed and committed to the direction of the school.

Community are proud of their local school and have confidence in the school to engage their children in productive learning with high expectations and respectful relationships.

Increased retention of local placements enrolled at the school.

Minimum 95% attendance rate across the school.

Progress towards achieving improvement measures

Process 1: Community engagement

The school will develop meaningful relationships with all stakeholders

Evaluation	Funds Expended (Resources)
COVID-19 limited opportunities to engage with our community; however, staff used technology effectively to engage the community where appropriate.	<ul style="list-style-type: none">- Introduction of Class Dojo and Google Classroom for every class.- School Facebook page and Skoolbag App.- PM Online and Matific supported students learning from home.- Professional learning to support staff in above areas.

Process 2: Transition

The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.

Evaluation	Funds Expended (Resources)
Partnerships with local preschools and Toronto High School were strengthened.	<ul style="list-style-type: none">- Orientation Programs with local preschools and Toronto High School.- Orientation packs and individual meetings with new kindergarten students and their families.- Handing over of information about our students with Toronto High School.- Nominating students for the 'vulnerable students transition program' at THS.

Process 3: Student Wellbeing

Progress towards achieving improvement measures

Process 3:

The school develops a planned and strategic approach to student wellbeing that ensures they can connect, succeed and thrive while at school.

Evaluation	Funds Expended (Resources)
Student wellbeing continues to be a focus and school processes will be reviewed and adapted to respond to student need in the future.	<ul style="list-style-type: none">- Breakfast club.- Head and Heart mindfulness sessions (also provided for local preschool).- FISH Philosophy training and reward system.- Professional learning for staff - Behaveability with Ian Luscombe.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$31 725.00)	Reading intervention was provided for students Cultural activities were embedded across the school
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$34 405.00)	LaST support was provided K-6 Support plans were developed for all appropriate students Additional SLSO support provided for students
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$21 986.00)	Collaborative planning days were held to support staff collaboration. Staff visited other schools with flexible learning spaces to observe best practice Staff allocated time to collect and analyse data
Socio-economic background	Funding Sources: • Socio-economic background (\$48 221.00)	Employment of curriculum leader Social Emotional Learning programs Teacher mentor program

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	49	58	62	73
Girls	52	50	62	69

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.2	92.9	93.6	96.2
1	93.6	93.7	92.2	95.8
2	94.1	94.4	92.4	94.7
3	95.8	95.4	93.2	95.8
4	94.3	92.4	89.7	94.7
5	95.7	94	91.5	95.2
6	94.8	95.1	91.6	92.7
All Years	94.2	94	92.1	95.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1
Classroom Teacher(s)	4.75
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	133,837
Revenue	1,423,777
Appropriation	1,400,600
Sale of Goods and Services	520
Grants and contributions	22,614
Investment income	43
Expenses	-1,479,733
Employee related	-1,359,142
Operating expenses	-120,592
Surplus / deficit for the year	-55,956
Closing Balance	77,880

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.

	2020 Approved SBA (\$)
Targeted Total	26,673
Equity Total	114,350
Equity - Aboriginal	31,725
Equity - Socio-economic	48,221
Equity - Language	0
Equity - Disability	34,405
Base Total	1,128,156
Base - Per Capita	29,823
Base - Location	0
Base - Other	1,098,333
Other Total	44,150
Grand Total	1,313,330

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions and ideas of parents, students and teachers about their local school. Various methods are used to collect this information, including Tell Them From Me surveys, People matter DoE staff survey, School mobile App, School Website visits, P&C meetings, e-mail correspondence, surveys, verbal conversations through informal and formal meetings and other school events.

In the Parent/Caregiver Survey (25 respondents to the survey), 90% of respondents indicated they feel welcome when they visit the school. 92% of parents and carers indicated they can easily speak with their child's teachers. When considering communication from the school, 80% of respondents indicated they feel well informed about school activities. Furthermore, 88% of parents and carers indicated that if there were concerns with their child's behaviour at school, teachers would inform them immediately.

Student Survey data (47 respondents to the survey) indicated that 86% of students reported positive wellbeing outcomes. 83% of students indicated that they have friends at they can trust and who encourage them to make positive choices. 96% of students also reported that schooling is useful in their everyday life and will have a strong bearing on their future. 85% of students indicated that they try hard to succeed in their learning.

Staff Survey data (12 respondents to the survey) revealed 88% of staff reported high levels of job satisfaction. 74% of the staff team indicated they were satisfied with communication and change management processes in the school. 100% of staff indicated that people in their work group treat each other with respect. 100% of staff also indicated that their job offers them the opportunity to work on innovative projects and acknowledges their contributions to the team.

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.