

2020 Annual Report

Wiripaang Public School



3762

Introduction

The Annual Report for 2020 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.

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Message from the principal

The year 2020 was one that will never be forgotten for numerous reasons. But for us here at Wiripaang Public School it taught us more than ever and helped us to discover a new sense of direction, strength and clarity around our purpose - to ensure our students achieve their full potential in a safe and healthy school environment. To make sure their academic and wellbeing needs are balanced to allow individual students to be the best they can be. As challenging as the pandemic was and is, it has taught the staff, students and community, how we can always improve and should want to do things better. We have been flexible throughout the year and have developed our approaches to have a greater impact on the learning of our students. We have taken this streamlined approach in to the development of our new School Improvement Plan (SiP) , developing a new school vision and our own 'Window of Certainty' that reflects our inclusive and positive school culture. Overall we achieved a lot throughout 2020 that I am very proud of and we have strategically planned moving forward so that we will achieve our new vision: to ensure everyone achieves personal excellence. Our student mantra - Be your best you!

I would like to thank my staff for their amazing work in a year that we could never have predicted. Your professionalism, flexibility and dedication as educators and leaders is exceptional. To the community, I thank you for your understanding with the Covid guidelines, supporting learning from home and partnering with staff more than ever in your child's education. Finally to the students of Wiripaang Public School, keep demonstrating your dedication and love of learning. Make sure you are at school everyday and you will achieve and exceed your goals.

School vision

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 2020, 36% 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. 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	Sustaining and Growing
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	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	Sustaining and Growing

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.

Overall summary of progress

Due to the global pandemic of COVID-19 we had opportunities that we wouldn't normally have prior to this. We engaged even more using technology and social media platforms to support student learning when they were not on site and communicated with families at home. We visited houses to deliver learning packages and supported all students to ensure a rigorous learning program continued irrespective of the environment.

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 evidence of impact of learning goals and tracking of students through the establishment of our own tracking tool for Literacy and Numeracy. This tool combines the syllabus, learning progressions & NAPLAN marking criteria in writing. Along with the scope and sequence to allow for relevant and up to date data entry and monitoring for each individual student in the school. Data conversations from this tool start all planning sessions to consider grouping and inform intervention for students and the explicit teaching of concepts.	- 4 day a week Instructional Leader and the school funds an additional day out of equity allocated funding (EAfS)
Reading k-6 across the school with all staff involved in explicit teaching of reading strategies and comprehension.	- All stages got 2 x half day planning sessions a term funded out of equity loading (\$24,200)
EMU groups were invested in from Stage 1-3 to look at explicitly getting shift in number with the majority of students demonstrating an increase of 1 growth point or more due to small group sizes and short explicit lesson for positive impact.	- LAST allocation was increased by a day funded by the school to cover a K-2 and 3-6 focused LAST.
	- All staff including executive taking an EMU group for mathematics to allow for smaller group sizes and greater impact in student learning.

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)
PBL processes had a significant reboot this year with new lessons being developed, school procedures being revised and flowcharts and matrix's being improved.	- The school funded an AP Wellbeing to support students, staff and community (equity loading - \$145,000)

Progress towards achieving improvement measures

LST processes are continuing to be refined to establish a collective responsibility and build staff capacity.

Teaching & Learning as well as the Wellbeing Handbook was updated to reflect current practices and research around what works best. Staff had involvement and ownership over these documents.

- The school was successful in gaining a school chaplain through the chaplaincy program to support student wellbeing needs and run social skills programs with identified students.

Process 3: Research informed programs for wellbeing and engagement

Students engage with quality wellbeing programs and practices.

Evaluation	Funds Expended (Resources)
<p>PBL - systems are increasingly streamlined with clear and concise steps for staff and students to follow and understand. This will be refined even more in 2021 to scrutinize data sets and improve our support structures for all.</p> <p>Community Liaison Officer - supporting all school stakeholders to improve the wellbeing and engagement of families in our school.</p> <p>Breakfast Club - this supports two thirds of our students in having some breakfast prior to school lessons beginning thus having a positive impact on student learning and overall wellbeing.</p> <p>Sista/Bro Speak - AEOs have been involved in versions of these programs and we are looking at strengthening links with HSHS moving forward to have older students mentoring our students and increasing cultural links.</p> <p>Structured Playgrounds - for identified students are having a positive impact as we have incorporated dance, art club, library, sporting activities, chill out zones around the school.</p> <p>TTFM surveys indicate that the majority of students feel safe and happy to be at school and have a strong sense of belonging. We will continue to work on relationship development between peer groups as a focus moving forwards.</p>	<p>- School funded CLO for 3 days a week (Equity loading - \$56,000)</p> <p>- Peer Support/PBL Data - closer links with family support services and LST processes to support IFS and support class placement.</p> <p>TTFM - for students and community</p>

Next Steps

- Explicit instruction pedagogy adopted as situational analysis shows the greatest positive impact in student outcomes is in spelling where this is a clear teaching pedagogy. School to employ John Fleming as an explicit instruction consultant starting with reading as a focus.
- Numeracy pedagogy PL through Anita Chin consultancy to emphasise the syllabus links and strategies to increase engagement, simplify instruction and increase results in numeracy.
- School is increasing wellbeing staff to provide a wellbeing interventionist and allow the DP wellbeing to continue to streamline systems and process to maximise support for all students and lead wellbeing across the school in consultation with the principal.
- Student Success Team established to drive the intervention across the school analysing pre and post data to target high performing students, those in tier one and ensure PLSPs are in place for all students with identified learning needs.

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.

Overall summary of progress

Flexible working arrangements and the move to learning from home and on site had significant positive implications for our improvement measures. New ways of doing things flexibly and online to measure our teaching impact were implemented as staff achieved their PDP goals, student data reflected positive growth from internal measures and classroom practice was measured both in a classroom setting and in a virtual environment.

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>Due to Covid 19, a whole school approach to, 'Learning from Home' was efficiently adopted as staff worked together across mainstream and support unit to move teaching online, provide resource packages to students/families and communicate the expectations and requirements of maintaining teaching and learning during this time. Staff were upskilled in Seesaw, working from home tasks and Zoom to enable off site teaching and learning to occur.</p> <p>Staff engaged in the new planning cycle completing the situational analysis and the planning, creation and engagement in the ownership of the new SiP moving forward into 2021 and beyond.</p> <p>PBL was rebooted with increasing and improving the processes and explicit teaching of behavioural expectations.</p> <p>PDPs for staff meant that professional learning went mainly online and self directed by individual staff members as supported by executive staff. Teachers completed their formal observations by their colleagues and welcomed peers into their classrooms to observe their practice, programs and pedagogy.</p>	<p>School Improvement Plan, SPaRO and PL sessions to complete situational analysis and carefully look at evidence and strategically plan for school improvement</p> <p>TTFM and focus groups to listen and hear student, staff and community voice</p> <p>School Professional Learning Schedule</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)
Data tracking and analysis became a clear focus this year and was even	Instructional Leader and staff in

Progress towards achieving improvement measures

more evident due to the Covid restrictions, guidelines and school operations. A tracking tool was created for K-6 Literacy and Numeracy to allow teachers to track student improvements and analyse data to identify, where to next for individuals and groups of students. The creation and use of this combined syllabus, progressions and NAPLAN to personalise data and all planning sessions began with data analysis. This tool created a positive shift and impact of data use for staff as reflected in results and formal discussions. This tool continues to be refined to ensure collaborative ownership of data for every single student and has been shared as a best practice model with other schools.

Establishment of the Student Success Team to monitor cohort data and trends across the school to ensure strategic planning was in place to direct resources and intervention to maximise growth. This was led by the Instructional Leader in partnership with executive staff and LAST/interventionists.

PLPs were actively engaged for our Aboriginal students and Personalised Learning and Support Plans in place for students requiring tiered intervention for learning and/or wellbeing.

Student Success Team

PDPs, PLPS and PLSPS

Literacy and Numeracy tracking tool & PLAN 2

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)
Planning sessions were vital in the professional learning schedule for improvement in pedagogical practice across the school. School executive including the IL directed conversations, professional readings and supported collaborative practice and collective problems solving through these professional learning and planning sessions. Data was reflected on and goals set to achieve prior to the next session or sooner if possible.	\$3500 per term = \$14000 (Professional Learning) Syllabus and DoE & CESE documents

Next Steps

Moving into the School Improvement Plan for 2021 we will be leading with explicit instruction and continuing to refine our data systems and processes to direct intervention teams and our pedagogy to respond purposefully and effectively with impact.

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.

Overall summary of progress

This year we established a clear executive team made up of the Principal, Instructional Leader, AP Wellbeing, AP 3-6, AP K-2, AP Support Unit & APLAS for Glenrock based on site. Professional learning opportunities were facilitated on site and online due to guidelines building on the leadership teams.. Open and transparent communication between leadership and colleagues was a clear strength throughout the year as we adapted to the working requirements due to the pandemic.

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)
<p>The need to move towards strategic directions teams next year to keep a clear and direct approach on the school plan and the journey of continuous improvement.</p> <p>Instructional leadership was and will continue to be the main style of leadership as senior executive lead learning with staff to enhance pedagogy and ultimately the student results.</p>	<p>Staffing used to release executive to support teachers and meet to direct school planning and improvement (QTSS funding)</p>

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)
<p>School resources used effectively to achieve academic rigor to produce the best teaching and learning outcomes for students. This is reflected in internal and external data analysis.</p> <p>Establishment of teams managing individual budgets for transparency of financial resources.</p> <p>Continuing with PL around strategic financial resourcing next year and improved knowledge, accountability and achievement of school targets and priorities due to a deeper understanding of the resourcing model.</p>	<p>- Business Manager employed 0.4 from term 2 (Principal support & Equity loadings)</p>

Progress towards achieving improvement measures

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)
<p>Situational analysis comprehensively completed to reflect students, staff and community voice, feedback and input. This accurate analysis of triangulated data allowed the SiP to begin development in order to begin 2021 with a strong SiP that all stakeholders holding collective responsibility.</p> <p>Relationship between the school and community were clearly strengthened through partnership of support through the Covid 19 lockdown. This was reflected throughout the data obtained for the situational analysis and TTFM surveys that demonstrated a similar message.</p>	<p>Social media and communication platforms with school community and individual families</p> <p>Staffing to reflect identified school needs (Equity loading)</p>

Next Steps

Continue with instructional leadership as fundamental across the school but embed leadership structures for aspiring leaders for staff, students and community.

Streamlined systems and processes as at administrative level and across the school with requirements to enhance staff capacity to deliver the highest teaching and learning in a support and caring environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> - Full time employment of an Aboriginal Education Officer - Employment of Aboriginal School Learning Support Officers <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$122 950.00) 	<p>Aboriginal students have a greater representation in the top skill bands in NAPLAN as well as internal assessment data reflecting a positive growth projector in literacy and numeracy.</p> <p>Students indicate a greater and deep knowledge about Aboriginal culture and it is embedded in our school environment and teaching and learning programs</p>
Low level adjustment for disability	<ul style="list-style-type: none"> - employment of SLSOs to support tiered intervention for all students - employment of Wonnai teacher to implement school readiness program <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$168 546.00) 	<p>Students transitioning to school display increased school readiness and a confident and settled approach to learning and the school environment. Families display increased engagement and support of student learning and overall education.</p> <p>SLSOs have a clear focus on literacy , numeracy and wellbeing support to maximise learning in all classrooms.</p> <p>LAST allocation supports students and staff to make appropriate adjustments to cater for students complex needs.</p>
Socio-economic background	<ul style="list-style-type: none"> - Funding used to establish an additional class - contributes to the employment of a speech pathologist 1.5 days - Employment of student learning support officers to provide targeted intervention <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$532 136.00) 	<p>Additional class to reduce class sizes and increase ratio of educator to students. Thus increasing the ability to group and differentiate the curriculum more effectively having a greater impact on student learning outcomes.</p> <p>Speech pathologist to give therapy to identified students based on the receptive and expressive learning needs to support positive growth across the core curriculum areas.</p> <p>SLSO intervention demonstrates a clear measureable improvement in the teaching and learning occurring in classrooms and the success that students experience through the effectiveness of targeted intervention at point of need.</p>
Early Action for Success	<p>Employment of an Instructional Leader throughout the year to raise expectations, target specific intervention and develop pedagogies to support student achievement.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early Action for Success (\$133 868.00) 	<p>Agreed practices are evident throughout K-6 in an inclusive and comprehensive approach to improving literacy and numeracy outcomes for all students. Staff professional learning has been targeted to the student, school and systems needs to achieve the measurable targets of student growth.</p> <p>Internal and external assessment measures reflect significant growth across all grades but specifically K-2 in establishing those key foundations and core literacy and numeracy skills required for success.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	118	111	113	110
Girls	105	97	88	87

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	90.8	87.9	78.3
1	91.6	90.3	88.1	77.1
2	91	90.6	90.1	68
3	91.5	90.7	94.2	77.1
4	89.2	83.7	89.2	77.8
5	86.8	90.2	89.5	74.5
6	86.8	81.6	88.3	73.6
All Years	89.7	88.2	89.5	75.2
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)	4
Classroom Teacher(s)	8.66
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	6.42

*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	310,637
Revenue	3,773,188
Appropriation	3,717,325
Sale of Goods and Services	5,993
Grants and contributions	49,338
Investment income	532
Expenses	-3,782,849
Employee related	-3,324,627
Operating expenses	-458,222
Surplus / deficit for the year	-9,661
Closing Balance	300,976

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	233,135
Equity Total	836,987
Equity - Aboriginal	130,509
Equity - Socio-economic	532,136
Equity - Language	5,796
Equity - Disability	168,546
Base Total	2,140,887
Base - Per Capita	55,581
Base - Location	0
Base - Other	2,085,306
Other Total	432,748
Grand Total	3,643,757

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

In 2020, Wiripaang Public School accessed a range of tools to solicit opinions and feedback of students, staff and community.

These strategies included: formal and informal discussions, phone surveys, online surveys and forms, SRC, P&C, TTFM for students and families and The People Matters Survey for staff.

Below were the conclusions gained from analysing data:

- staff satisfaction has increased by 14% with their work environment and job requirements as supported by their supervisor
- Staff appreciated the collaborative team approach that the school culture encourages
- Student felt connected to staff and felt known, valued and cared for whilst at school
- Students need to work on their peer relationships and supporting each other through accessing the programs and skills available at school
- Parents continued to feel comfortable in discussing issues of learning or wellbeing in regards to their children with school staff
- Parents are looking for continued opportunities to be engaged in the school as they had been restricted this year due to health guidelines.

The school will continue to regularly gain feedback and act on data obtained to drive the school on a positive trajectory of excellence for all.

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.