2010 Annual School Report
Wingello Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school climate is generally settled and cohesive. Our student welfare program continues to emphasize cooperation, and caring for each other. In addition to this the children are taught to be respectful and to be responsible for their behavior, the school environment and attitude to their learning. Students frequently represent our school and always demonstrate pride in their school and uniform. Our students positively interact socially from K-6.

Staff
There are two fulltime teaching staff members and two part-time teachers at Wingello Public School. The office manager works a 7 day fortnight and there are two learning support officers to meet student needs.

All staff work cooperatively to best meet student needs and to ensure the smooth running of the school.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Wingello Public School was lucky enough to receive funding from the Federal Government as part of the Building Education Revolution. It was decided that a covered walkway to connect our school would be the main focus. The walkway not only protects us from the weather but provides illumination at night and has given our school a facelift.

As well as the walkway, BER funds were used to concrete the basket ball court and extend pathways.

Classroom refurbishments also took place with new pieces of furniture placed in each room, including computer chairs.

The K-2 classroom has been made interactive white board ready and the supply of the IWB will be organized by the DET in 2011.

The Primary Classroom received a connected classroom as part of the DET’s phase 4 IT program.

Student achievement in 2010

Literacy- Naplan Years 3
80% of students achieved at or above the National Standard in Reading, Writing and Language conventions.

Numeracy- Naplan Year 3
100% of students achieved at or above the National Standard in Numeracy.

Literacy- Naplan Year 5
100% of students achieved at or above the National Standard in Reading and Writing. 80% of students achieved at or above the National Standard in Language conventions.

Numeracy -Naplan Year 5
80% of students achieved at or above the National Standard in Numeracy.

Messages

Principal’s message
My second year at Wingello School has passed extremely fast and it has been another busy year.

The construction of the covered walkway is now complete and is very useful in protecting us from the rainy weather we have had this year.

The school grounds are looking great with new concrete and leafy garden beds permanently kept so neat by our general assistant Rod Parker.

The classrooms are now sporting new furniture funded by the BER. The Primary Class has a Connected Classroom which we have used as part of our public speaking program as we are now

1
able to link up via video conference to other schools.

The K-2 class’s Interactive white board will be installed in 2011.

The Art Room now has a concrete verandah and reverse-cycle air conditioner.

A smaller, practice cricket pitch has been installed.

For 2010, the curriculum focus was on comprehension in Reading. Wingello School is working in partnership with Tallong and Penrose Public School on participating in the Focus on Reading Program.

Working with the parents of Wingello Public School students is a great pleasure. The attendance of parents at special days such as the Easter Hat Parade, Open Day and The School Concert are always well supported. The P & C continue to do a fantastic effort in fund raising as part of the Wingello Community for all bike rides and The Highland Fling. The School Market Day was a great success and a special mention must go to Amie Turner and Joanne Marr for their great effort throughout the year.

Jacqueline Murphy-Cann

Principal

P & C and/or School Council message

Thank you to the staff, families and the children of WPS for your contributions and tireless volunteering throughout the year.

Our fundraising was very successful with activities such as Market Day and the Highland Fling allowing us to be able contribute to items in the school, which will help our children to learn and play well.

Georgie Henwood.

President of P & C

Student representative’s message

My 7 years at Wingello Public School have been great. I have many happy memories of this school. I have had so many great experiences such as Gala days and excursions. I really enjoyed my week away at Morisset Camp.

My first teacher was Miss McKinley and then Mrs Thiessen came. She really made things fun. I then had Mr Ryan for Year 3, Mr Galbraith in year 4 and Mrs Murphy-Cann for years 5 & 6. My fondest memories are playing football with Eli, Jake, Bowen and Sean.

I also enjoyed playing recorder with Catherine Weaver and have performed at the Opera House 3 times! I really enjoyed being school captain in 2010.

Bowen Linger

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

There are currently 26 children at Wingello School. Three students will graduate to Bowral High and one student will attend Moss Vale High.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>13</td>
<td>17</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>
Management of non-attendance

Wingello Public School Students attend school regularly. We had an attendance rate of 94% with 5 students achieving an attendance rate of 98% in 2010.

A new attendance policy was written in 2010 in consultation with Home School Liaison Officer and Wingello parent body

Class sizes

In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>

Structure of classes

The School conducts two classes and a support timetable. The two classes are K-2 and 3-6. The students in years 2 and 3 attend support classes 4 days a week to ensure their specific needs are met in a multi-age classroom.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.336</td>
</tr>
<tr>
<td>Learning Support officer</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.2</td>
</tr>
<tr>
<td>Total</td>
<td>3.536</td>
</tr>
</tbody>
</table>

Staff retention

Staff generally retains continuity at Wingello School. A new STLA was appointed this year.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>28 656.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>50 320.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>54 965.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6 457.75</td>
</tr>
<tr>
<td>Interest</td>
<td>1 654.95</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 783.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>145 838.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>21 871.60</td>
</tr>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>758.72</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7 561.20</td>
</tr>
<tr>
<td>Library</td>
<td>2 007.97</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 139.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>39 586.73</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3 417.29</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14 983.02</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5 147.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13 873.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4 034.62</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>114 381.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>31 457.45</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

The creative arts continue to be a focal area at Wingello Public School. The children participate in numerous art and musical activities:

- Weekly recorder lessons instructed by a professional music teacher.
- Opportunities to perform at assemblies, local functions and concerts.
- Performing at the Goulburn Eisteddfod and Festival of Instrumental Music at the Sydney Opera House.
- Displays of art work at local shopping area during Education Week and art works entered in the Berrima District Art Society’s Annual Art Show.
- Puppet Show workshop. Puppets created were used in role playing performances that were scripted by students.

**Sport**

Wingello Public School students show high achievement in all sporting activities. The students are members of the Bong Bong Schools Program. In 2010, students participated in:

- Cross Country
- Soccer Gala Day
- Athletics Carnival
- Cricket Gala Day
- Intensive Swimming Program
- Mini Swim Carnival
- Weekly sporting activities
- Jump Rope for Heart – skipping activities
- Gymnastics
- Regular fitness activities.

In 2010 our achievements were:

**Bong Bong Athletics Carnival:**

- Amber Thorpe first in 800, 200, 100m relays, first in high jump and long jump.
- Eli Pearsall first in shot put and 2nd in 100m relay.
- Sean Thorogood 1st in shot put
- Bowen Hickling first in 100m relay
- Jackson Turner first in 100m relay

**Bong Bong Cross Country**

- Amber Thorpe – 1st

Amber achieved places in the District Athletic and Cross Country and participated in the Regional Athletics Carnival.
Eli Pearsall - 3rd

Eli was selected as part of the South Coast PSSA Touch football team. His team made it to the State finals in Gosford.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**

**Literacy – NAPLAN Year 5**
Numeracy – NAPLAN Year 5

Progress in literacy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and
Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

- To develop an appreciation of historical, cultural and environmental facts of the Indigenous people of Australia.
- Participation in the local AECG
- Celebrating Aboriginal Culture through Small Schools Aboriginal Cultural Day at Sutton Forest School. This involved participating in art and craft workshops, listening to stories of local elders, observing local students dance and watching traditional cultural presentations by Torres Strait Islanders and Queensland Aboriginal people.

**Multicultural education**

Global issues and a multicultural perspective are integrated in all curriculum areas and are outlined in the Connected Outcomes programs (COGs)

- India was studied as part of the Commonwealth Games.
- Students studied Indonesia as part of HSIE and COGs units
- An appreciation of music from other lands through the Musica Viva Program

**Significant programs and initiatives**

There are 5 Indigenous students at our school.

Aboriginal perspectives are integrated into our school plans

**Aboriginal education**

Outcomes of our Aboriginal programs are:

**Respect and responsibility**

Wingello School continues to use the ‘You Can Do It’ and ‘Values in Education’ programs to promote respect and responsibilities of the school and community.
Senior students attended Morisset Camp while K-4 students had on an overnight camp. Both camps developed the skills of co-operation, team building, mentoring and leadership skills.

**Connected learning**

IT is now an integrated process of learning at Wingello Public School.

There are 12 desktop computers and 8 laptops for student use. These computers are based in classrooms and used daily to access and support curriculum learning.

A Connected Classroom has been installed in the Primary classroom and has been used for Video Conferencing with other schools; Smart Notebook is used as a student and teaching tool. The internet is accessed daily for teaching and learning.

**Other programs**

**Land Care**

Wingecarribee Shire Council worked throughout 2010 with the students of Wingello Public School to promote sustainability and conservation of wildlife with the Land for Wildlife group. The nature area benefitted from the weeding, regeneration and seedling cultivation.

**Live Life Well**

The Live Life Well program a combined promotion of both NSW Health and the Department of Education was launched at Wingello Public School in 2010.

Healthy eating through the breakfast program was promoted at the local general store. Students designed and cooked a healthy breakfast using the 5 main food groups.

Jump Rope for Heart was implemented in semester 2 of 2010.

**Progress on 2010 targets**

**Target 1**

*Improve student achievement in the language conventions of spelling, grammar and punctuation.*

Our achievements include:

- Usage of Best Start Program to identify areas of need and then develop learning activities to improve the learning of kindergarten students.
- Analysed NAPLAN results using Smart toolkit. Utilized Curriculum support material to support student’s learning and improved student’s writing. Results for NAPLAN showed growth from years 3-5.
- Purchased or down loading of teaching resources to support student in spelling, grammar and punctuation resulting in improvement from the beginning to the end of the year in all assessment tasks.

**Target 2**

*Improve student in Numeracy achievement*

Our achievements include:

- Students’ results improved as a consequence of using problem solving text books along with interactive white board activities.
- 100% of year 5 students achieved at or above standard level of Numeracy.

**Target 3**

*Aboriginal students will match the outcomes of the broader student population.*

- Year 3 Aboriginal students achieved minimum standards in numeracy.
- Students had the opportunity to participate in local cultural activities as designed by AECG.
• Students participated in Cultural Awareness programs with local elders.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Student Welfare and The Healthy eating program.

Educational and management practice
The Student Welfare practices at our school were reviewed by the community along with our healthy eating program “Live Life Well” in 2010.

Background
The student welfare was reviewed in 2009 and after 12 months of implementation the community reviewed the school’s practice in behaviour management and the success of the positive reward system.

Findings and conclusions
Only 50% of surveys were returned. Parents were aware of the student welfare policy and how the Wingello Wonders were selected. 90% of people who returned the survey were satisfied with the award system, although one parent believed too many awards were given. Most parents felt that behavior management was fair and appropriate although some felt perpetrators should be dealt with more harshly. Communication about conflicts or accidents at school was highly rated although 10% felt the process needed communication.

Future directions
Discussions with staff regarding appropriateness of amount of awards will take place in 2011. Discipline issues can be difficult, but we need to ensure that both parents of students, victim and perpetrator are fully briefed on the incident. We will introduce a communication slip should a child be involved in an accident.

Curriculum
As part of a joint Department of Health and Education initiative the Live Life Well Program was developed.

Background
Wingello Public School embraced this program as part of the curriculum area of health. Mrs Patricia Balk was given professional training and launched the program in 2010. This program included the Healthy Breakfast Program, Crunch & Sip, and “Live Outside the Box, program which involved analyzing daily fitness programs.

Findings and conclusions
The response to this program was very positive. Parents felt the program was extremely well promoted through the school website, newsletter and local advertising in the general store. Of parents who responded to the survey 90% felt that their child’s intake of fruit had increased. Students responded positively to creating and eating the healthy breakfast creations. The senior children were surprised by their personal audit of how much they exercised in the “Live Outside the Box” program.

Future directions
Crunch and Sip will continue in 2011. Sport and fitness will continue to be part of our school’s daily routine.

Parent, student, and teacher satisfaction
In 2010, the school sought the opinions of parents, students and teachers about the school. Overall satisfaction with behavior management at Wingello Public School was high. More communication regarding incidents is required. General satisfaction for our award system was very high. Further explanation of our award system will take place in “Parent & Teacher Talks” in early February.

Parents were very satisfied with the Healthy Lifestyle Program of “Live Life Well” implemented in 2010.
Professional learning
In 2010 teachers attended a broad range of professional learning sessions.
- Live Life Well Program
- Middle School Engagement training
- Connected Classroom training
- Autism training (SLST attended)
- Jolly Phonics program
- Focus on Reading professional development
- Principal's Conference
- Teachers Special Interest Group for teaching principals
- New School Support Learning Program

School development 2009 – 2011
In accordance with the requirements of NSW Department of Education and Training, the school has developed targets for 2011 that reflect the priorities of Wingello Public School Management plan for 2009-2011

Targets for 2011

Target 1
Improve student’s Reading and Comprehension skills.
Strategies to achieve this target include:
- Participating in the Focus on Reading Program a professional learning program which involves analyzing research, following strategic procedures and evaluating student responses.
- Attending profession learning and quality teaching programs focused on improving student comprehension

Our success will be measured by:
- 80% of Year 3 students operating in the proficient range of reading.
- 66% of Year 3 students operating in the proficient range of reading.
- Improvement in reading comprehension levels on student assessment tasks.

Target 2
Improve student’s problem solving skills in Numeracy.
Strategies to achieve this target include:
- Developing numeracy teaching and learning programs to enhance problem solving skills. Utilising curriculum resources, Tale, material available on Smartboard notebook
- Attending professional learning and quality teaching programs focused on improving problem solving skills
- Utilising maths resources that promote strategies to solve everyday maths problems purchased by Nelson, which include lesson plans, support material that can be modeled on IWB, student workbooks and interactive games.

Our success will be measured by:
- 80% of Year 3 students will operate in the proficient range of numeracy.
- 66% of Year 3 students will operate in the proficient range of numeracy.
- Improvement in number problem solving abilities on student assessment tasks.

Target 3
For Aboriginal students to achieve at the same level as other students within the school.
Strategies to achieve this target include:
- School Learning Support Program will be accessed by Aboriginal students.
- Continuing to link with AECG and promote attendance at all activities designed by this group.
- Continuing to participate in Cultural Awareness Programs
- Professional Learning for all teachers and school staff

Our success will be measured by:

- Improved outcomes in reading and numeracy for Aboriginal students.
- Higher attendance to AECG or other local Aboriginal activities

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jacqueline Murphy-Cann - Principal
Patricia Balk - Teacher
Beth Drury - Administrative Manager
Georgie Henwood - P & C President
Amie Turner - P & C Secretary

**School contact information**

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Web: www.wingello-p.schools.nsw.edu.au
School Code: 3461

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)