Wingello Public School
Annual School Report 2014
School context statement

Wingello School is located at the southern end of the Southern Highlands, in a bush setting. Families work and shop in Moss Vale or Goulburn the closest rural city. Wingello village is in a high fire risk area and has a strong connection with the rural fire brigade. The main industry for employment is farming, hospitality, building and maintenance. There are currently 40 students enrolled. The school structure consists of an Early Stage & Stage 1 class and a stage 2 & 3 class with the ratio being 1 teacher to 20 students. A part time learning support teacher supports targeted students.

Student information

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

Student enrolment profile

Our enrolments continue to grow as new parcels of land become available. Our student enrolment increased by 19% from 2013 to 2014

Student attendance profile

Our student attendance data continues to be stable with just a few student’s attendance lower than average.

Workforce information

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

Our two permanent teachers and part time office manager and Library/RFF/LST remain stable. The learning support officer was on leave during 2014 and was relieved by a parent and new member of staff.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>7 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>3.20</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff member identifies as being of Aboriginal background

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>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning in 2014 was in literacy for K-2 Class and numeracy for the 3-6 class. The teacher professional learning course for K-2 was Language Literacy and Learning L3. The teacher professional learning course for 3--6 was Taking Off With Numeracy (Town).

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>114935.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 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 2014

Creative Arts

This year the Years 5 & 6 recorder group performed at the Festival of Instrumental Music Concert in the Opera House.

Sport

Students participated in the district swimming carnival this year. Four students went to the regional carnival in Canberra for athletics. The Wingello School Relay team qualified for the State Athletics Carnival for the first time in Wingello Schools known history.

Middle School Link to High School Project

This year Wingello students in Years 3-6 attended an Aboriginal perspective day on Sorry Day, at Avoca Public School.

The local Aboriginal parent group organised games, cooking, Aboriginal stories and art.

Academic achievements

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.

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

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

86% of Year 3 students achieved at or above minimal standard in Reading.

100% of Year 3 students achieved at or above minimal standard in Spelling.

NAPLAN Year 3 - Numeracy

100% of Year 3 students achieved at or above minimal standard in Numeracy
100% of Year 3 students achieved at or above minimal standard in Writing.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

100% of Year 5 students achieved at or above minimal standard in Grammar and Punctuation.

NAPLAN Year 5 - Numeracy

100% of Year 5 students achieved at or above minimal standard in Reading

100% of Year 5 students achieved at or above minimal standard in Writing.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Significant programs and initiatives – Policy and equity funding

Aboriginal education

3-6 students participated in an Aboriginal cultural day at Avoca Public School on 27th May (Dorry Day) along with year 7 students from Moss Vale High.

Aboriginal background

In 2014 3% of students were from an Aboriginal Background.

Socio-economic background:

Support was given for students needing assistance in covering the cost of excursions in 2014.

Financial support was given to students via the purchase of text books and resources

Learning and Support:

In 2014 the Multilit program was introduced 60% of targeted students no longer need extra assistance in this area

Other significant initiatives: Bird Watching

Students joined the Bird Life Southern Highlands team to gather data and to learn and appreciate the individual species whose habitat is the Wingello School’s extensive nature area.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collecting student Data
- NAPLAN results
- Satisfaction Survey students –parents.

School planning 2012-2014:

School priority 1 –Literacy and numeracy

Outcomes from 2012–2014

Improve all students’ achievement in Literacy by developing spelling strategies in writing, and comprehension strategies in reading. Improve all students’ achievement in numeracy by developing calculation strategies in numeration skills.

Evidence of achievement of outcomes in 2014:

- 100% achievement in Year 3 students meeting the standard in writing,
- 60% students mastered the MultiLit program and improved reading levels,
- Steady growth in numeracy for students from Year 3 to 5.

Strategies to achieve these outcomes in 2014

- Delivery of Middle Years Writing strategies in all classes
- Introduced MultiLit program to support students with reading needs
- Taking Off With Numeracy introduced to all students 3-6.
School priority 2
Strengthen teaching and learning through implementation of quality evidence-based program

Evidence of achievement of outcomes in 2014:
- Professional learning in TOWN contributed to 90% of students achieving at or beyond the standard in early numeracy
- Professional learning in Focus On Writing resulted in 75% of students achieving at or above the standard as measured by the Australian Curriculum.
- Strategies to achieve these outcomes in 2014:
  - Continue professional learning in Focus On Writing extending to Small Schools Community Group
  - Australian Curriculum - focus: Grammar and Comprehension professional learning with Small Schools Community Groups
  - Measure all student growth on K-10 continuum
  - Professional learning on implementing the Australian Curriculum using the Mathematic’s syllabus.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
57% of families returned their Satisfaction Survey for 2014.
The survey results indicated parent satisfaction in discipline, curriculum and parent involvement.

100% satisfaction with school uniform but the area of improvement targeted was the school’s physical environment.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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 – Class Teacher
Beth Drury – Administrative Management
Joanne Marr – P & C President.

School contact information
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School Code: 3461

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: