

Wyalong Public School Annual Report



2016



3518

Introduction

The Annual Report for **2016** is provided to the community of **Wyalong 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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Principal

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School background

School vision statement

We believe everyone is someone at Wyalong Public School. We deliver personalised learning and prepare students to be resourceful, resilient and future focused. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

School context

Wyalong Public School also known as 'Topy' is a vibrant learning community of 60 students, their supportive families and motivated, dedicated members of staff. The school is located a block away from the Newell Highway in Wyalong along George Bland Ave. With our spacious grassy play areas, tennis courts, play infrastructure and committed P&C our students have a stimulating environment in which to learn and grow.

We deliver personalised learning and prepare students to be resourceful, resilient and future focused. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

Wyalong Public School incorporates high expectations and a proud tradition of dedicated staff who work closely together to ensure all students excel and achieve their personal best.

The school participates in annual *Data Harvest* collection periods twice a term to measure student growth and data against National Standards.

As an Early Action for Success (EafS) school, Wyalong Public School works closely with an Instructional Leader who is an expert in the field of Literacy and Numeracy learning to deliver current, stimulating and differentiated teaching helping to cement strong foundations in our students early learning.

Wyalong Public School boasts a successful Creative and Practical Arts Program. Students are given the opportunity each week to participate in Dance (instructed by a qualified Dance teacher), Music and instrument tuition (instructed by a qualified Music Teacher) and drama.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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**.

The Learning Domain

Wyalong Public continued to strive for high expectations, explicit teaching and informed practice. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. Behaviour expectations are widely communicated and celebrated and assist in an approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, school programs and Staff PL effectiveness is measured against whole school yearly data snapshots to inform future direction. Use of backward mapping and UBD in teacher programming and delivery provide students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Teachers follow data harvest cycle and use data extracted 5 weekly to drive teaching and learning with assistance from the Instructional Leader.

RATING: *Sustaining & Growing*

The Teaching Domain

Wyalong Public School teaching staff remained diligent and motivated in meeting the learning needs of all students. A strong focus was on the emphasis of backward mapping and sustaining the 5 weekly data harvest cycle embedded within the school. Teachers used data to inform their teaching and made a great effort to give timely and relevant student and parent feedback. Networking enabled teachers to engage in a collaborative approach to improve teaching and learning both within their stage groups and across whole school groups. The PDP process provided a great platform for teachers to identify and engage in self reflection and to focus on planning their own professional learning to enhance their performance.

RATING: *Sustaining & Growing*

The Leadership Domain

Leadership development remains central to school capacity building at Wyalong Public School. Networking and establishing relationships to provide educational opportunities has remained a core focus this year. The Middle School Program just to name one program in place, continued to provide students in years 5 and 6 with the capacity to learn and grow across both Primary and Secondary campuses. Systems and procedures were in place to ensure organisational structures were operating in alignment with best practice. Highlights were around developing systems that enhanced whole school data collation, assessing for learning and reporting, student attendance and communicating to parents. Opportunities were effectively provided to parents, staff and students to provide constructive feedback. Strategic financial management enabled staffing supplementation, purchasing of relevant quality resources and the enhancement of quality teaching and learning spaces for students to learn and grow within.

RATING: *Sustaining & Growing*

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEARNING

Purpose

Learning is strategically directed by the promotion of excellence, relevance and engagement.

Overall summary of progress

Our Instructional Leader worked directly with teachers with planning, giving appropriate support and resources to gain the shift for those students identified as being below grade expectations in literacy and numeracy. She worked closely with the Principal and Classroom teachers to identify the literacy and numeracy achievement of all Kindergarten to Year 2 students against the end of year benchmark expectations to determine which students were 'at risk'. Using this information we worked together to determine the professional learning needs of staff to differentiate instruction and strategically plan appropriate interventions in literacy and numeracy across Kindergarten to Year 2, with a future focus on Year 3. As a result of the above, our Data Harvest Cycle involved all classroom teachers collating data every 5 weeks from a variety of sources, analysing it and comparing it before measuring it against the Continuums. This process enabled informed teaching and the strategic implementation of quality programs to meet the learning needs of both our students and teachers. Programs bedding them include those through EAfS, such as L3. FoR has proved to be a successful program focusing on the improvement of comprehension and writing.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate within an environment which promotes high expectations. | School programs and Staff PL effectiveness measured against whole school yearly data snapshot to inform future direction. Use of backward mapping and UBD in teacher programming and delivery. | \$7,209.00 PL |
| Data harvest cycles are implemented and followed showing 80% of students are achieving at expected cluster on the literacy and numeracy continuum. | Teachers follow data harvest cycle and use data extracted 5 weekly to drive teaching and learning with assistance from IL. 69% of students are achieving at or above expectation in Numeracy and 74% of students are achieving at expectation in Literacy. | \$2,175.00 literacy and numeracy specific \$22,271.63 Early Action for Success resources, staff and strategies. |
| Growth is evident through NAPLAN effective size measures of 0.8 and above. | NAPLAN Data shows effective size measures of 0.28 growth in Reading, 0.45 in writing and 0.85 in spelling. 0.89 growth is shown in numeracy, 1.07 in data/measurement, 0.70 in Number, patterns and algebra. | |
| All students will demonstrate the capacity to self-monitor and self-evaluate their own learning | I can statements are used as a self-monitoring tool for students. Students are beginning to demonstrate the capacity to self-monitor and evaluate their own learning through different strategies and scaffolds. | |

Next Steps

- Staff use further research to inform teaching and learning and engage in PL around use of Data
- Staff engage in PL around the What Works Best in Schools document, L3 processes and practices embedded across the school and Use of programs reflect students growth and achievement

Strategic Direction 2

WELLBEING

Purpose

Wellbeing is strategically to maintain a learning environment that generates safe, respectful, resilient, responsible, happy and happy students.

Overall summary of progress

Wellbeing remains a major focus within our school as we recognise a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students enhances all round student outcomes.

The school continued to regularly survey and observe students, teachers and parents to measure engagement and wellbeing and community responsiveness. The school remains vigilant and proactive towards actioning the outcomes found in these surveys.

Our school set clearly defined behavioural expectations and communicated these with the community through publishing them in the newsletter as well as providing visual displays around the school grounds and classrooms and talking about them during assemblies, celebrating our schools high expectations where possible.

Students were provided with opportunities to individually thrive and grow through use of personalised learning goals and reflection tools. Backward mapping is evident in teacher programming, and the delivery of teaching is aimed at the point of student need.

Students also enjoyed access to our creative arts program, learning dance, choir, drama and instrument tuition, as well as the schools Physical Education Program. Both programs utilised the skills of specialist teachers to deliver the programs held weekly throughout the year.

Trialling the Family Referral Service proved to be successful. The Family Referral Service linked a number of students and families to appropriate support according to their needs, contributing positively to the wellbeing of our families.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| To embed high standards within the school that ensure students understand expectations, are resourceful and resilient. | High Expectation documents set by staff and students and are communicated within school and to the community. | \$3024.00 – Creative Arts Program |
| Students are self-directed learners who are engaged in meaningful learning and are future focused. | Backward mapping is evident in teacher programming. Learning is relevant and feedback to students is timely and useful. 76% of girls and 77% of boys were found to be highly motivated in their own learning. | \$1260.00– High Expectations in-school workshop |
| Dedicated staff and supportive parent body work collaboratively to set a positive school tone which generates proud students who are committed to Public Education. | Programs found to increase student engagement such as the Creative Arts Program and Physical Education program were highly successful. | |

Next Steps

- Sustaining the Creative Arts and Physical Education Programs
- Sustaining the Family Referral Service support within our school
- Continued PL around Programming effectively for students and ILP's, PDP's

Strategic Direction 3

PARTNERSHIPS

Purpose

Partnerships are strategically directed to have and enrich positive and trusting relationships within an informed, wider school community.

Overall summary of progress

A strong focus this year was to develop positive and trusting partnerships enhancing and growing our school community as well as maintaining a high level of communication across these partnerships to ensure an informed school community.

There has been a commitment from school staff to work collegially and collaboratively to foster partnerships by proactively networking to ensure students are best met, engaged and supported at their point of need.

This year students engaged regularly in partnership programs with the West Wyalong Meals on Wheels Association, Little Wattle Pre-School and Long Day Care Centre, Bland Shire Pre-school- KO, Lake Cowell Conservation Centre- Enviro Champs Programs, Bland Shire Library, West Wyalong Aboriginal Lands Council, West Wyalong Swimming Pool, West Wyalong High School Middle School Program and the West Wyalong Splatter Art Gallery.

These partnership programs help our students engage in positive, respectful relationships which in turn promote student wellbeing and ensure great conditions for student learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| To enhance student learning by continually developing, building and sustaining partnerships with parents, families and other education and training institutions, local business and community. | <p>Staff met as an Innovative Learning Partnership Team to lead and develop innovative ideas to assist with student engagement.</p> <p>Processes have been put in place to identify students needs and to identify appropriate partnerships that will in turn help address some of the needs identified. This has assisted in helping to engage students at school.</p> <p>90% of girls and 85% of boys at our school felt they engaged in positive relationships with students, teachers and the community.</p> <p>School students (leaders) attended a Young Leaders Forum in Sydney.</p> | <p>\$5,784.00 –</p> <p>Partnership programs</p> |

Next Steps

- Continue to network and engage businesses and members of our school community to share in enhancing and valuing student outcomes
- Sustain partnerships already established
- Review and evaluate future direction of school and student needs

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|--------------------|
| Aboriginal background loading | Regular student assessment and data harvest cycles help identify point of need for indigenous students and implementation of PLP. | \$4,743.00 |
| Low level adjustment for disability | Teacher release time to plan and implement modified programs and teacher professional development help to support students with additional learning needs. The use of SLSO's were utilised to maximise student support. | \$51, 998.00 |
| Quality Teaching, Successful Students (QTSS) | Release of teacher to work with another teacher in an Instructional leader capacity enhanced teacher confidence and ability. | \$2040.00 |
| Socio-economic background | Whole school programs and partnerships such as but not limited to the creative arts program were funded to enhance student engagement and retention. | \$34,079.00 |
| Early Action for Success | EAfS resources as well as fortnightly professional learning enabled the success of the L3 program this year. | \$33, 134.00 |

Student information

*Full Time Equivalent

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 27 | 22 | 25 | 30 |
| Girls | 26 | 30 | 37 | 34 |

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 94.1 | 91.8 | 93.7 |
| 1 | 94.6 | 91.7 | 95.6 | 89.7 |
| 2 | 90.9 | 94.8 | 93.8 | 94.2 |
| 3 | 90.2 | 87.2 | 95.6 | 92.9 |
| 4 | 93.8 | 91.9 | 90.7 | 95.5 |
| 5 | 90.4 | 94.3 | 95 | 82.9 |
| 6 | 96.4 | 91 | 87.8 | 95.9 |
| All Years | 92.5 | 91.5 | 93 | 91.4 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Professional learning and teacher accreditation

Professional Learning at Wyalong Public School was given the highest priority. All professional learning where possible was strategically directed and reflective of our schools current programs and future directions.

In 2016 in alignment with our school plan staff trained in L3 and Focus on Reading programs. This involved releasing a staff member fortnightly to work with an Instructional Leader to develop literacy learning plans and targeted teaching that reflected individual student learning needs. It involved learning techniques for planning and delivering instruction to small groups and to the whole class.

The whole staff engaged in professional development around data collection and school procedures involving annual data harvest cycles using PLAN and the Principal engaged in school direction training and learning utilising the Business Intelligence Tool.

Other training opportunities included EAfS network days, School Excellence Framework whole school workshops, Setting high expectations and behaviour management, Leading Literacy strategies with Karen Date, Consistent Teacher Judgment and work samples, Non-Crisis Intervention Training and Reforms at a Glance for teaching staff.

School Development Days enabled staff to complete compliance training.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Classroom Teacher(s) | 2.29 |
| Learning and Support Teacher(s) | 0.4 |
| Teacher Librarian | 0.17 |
| School Administration & Support Staff | 1.45 |
| Other Positions | 0.02 |

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The intended use of funds from 2016 is to upgrade technology within the school and support the whole school creative and performing arts program that

continues to create a high level of student engagement, community partnerships and student skill level and well-being.

The school will also support the EAfS program to help facilitate our L3 learning and its phase across years 2 to 3.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 93 281.23 |
| Global funds | 75 144.40 |
| Tied funds | 199 597.50 |
| School & community sources | 8 748.60 |
| Interest | 2 570.10 |
| Trust receipts | 1 451.00 |
| Canteen | 0.00 |
| Total income | 380 792.83 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 860.78 |
| Excursions | 1 535.61 |
| Extracurricular dissections | 8 652.16 |
| Library | 6 728.74 |
| Training & development | 833.51 |
| Tied funds | 188 033.74 |
| Short term relief | 13 561.59 |
| Administration & office | 18 739.47 |
| School-operated canteen | 0.00 |
| Utilities | 17 226.38 |
| Maintenance | 2 381.02 |
| Trust accounts | 1 727.00 |
| Capital programs | 0.00 |
| Total expenditure | 260 280.00 |
| Balance carried forward | 120 512.83 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

In 2016 Wyalong Public School Continued it's 5 weekly data harvest cycle using a variety of school based assessment strategies, observations and programs to

make informed PLAN student placement . Teachers met regularly to discuss whole school and individual student direction and used processed data to drive differentiated teaching.

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

Parent/caregiver, student, teacher satisfaction

Our teachers recognise that it is their high expectations and quality teaching that influence the best student outcomes. In 2016 the Wyalong Public School Community engaged in Tell Them from Me Surveys to assist staff in helping to strengthen their understanding of student outcomes and the school climate as well as parents perspectives in establishing relationships with parents as partners in learning.

The findings are below;

When surveying students on classroom effectiveness we found:

- 91% of students had a high rate of participation in sports
- 96% of students felt they engaged in extracurricular activities
- 85% of students had a high sense of belonging
- 88% felt they engaged in positive relationships
- 100% valued school outcomes
- 61% had positive homework behaviours
- 76% were positive and motivated
- 94% of students tried hard to succeed
- Students rated Effective Classroom Learning Time an 8.3 out of 10
- Student rated the relevance of classroom instruction 8.3 out of 10
- Students rated the classroom structure as well organised at 8.1 out of 10
- Students rated teachers responsiveness to their needs 8.2 out of 10
- Students rated staffs emphasis of high expectations 8.5 out of 10

When surveying Parents and Caregivers on their perceptions of their child's experiences at home and at school we found:

- 61% of parents felt they had open communication with their classroom teacher
- 54% said they regularly attended parent teacher meetings
- 62% said they were involved in school committees
- Parents rated their support for their children at home 6.8 out of 10
- Parents rated the support for learning while at school 7.2 out of 10
- Parents rated their child safety while at school 7.7 out of 10
- Parents rated feeling welcomed 8.2 out of 10
- Parents rated feeling informed 7.6 out of 10

Policy requirements

Aboriginal education

Aboriginal culture, history and contemporary aboriginal perspectives are incorporated in units of teaching across all Key Learning Areas.

Acknowledgement of country is conducted at all school assemblies and ceremonies and is very much a part of our school culture.

Students enjoyed participating in events throughout the year run by our local Aboriginal Lands Council including but not limited to NAIDOC week and cultural day activities. These experiences allowed students to gain broader experiences in, and a deeper understanding of Aboriginal Culture.

(PLP) Personalised Learning Plan Documentation continued to be a focus. All Aboriginal students and their parents were involved in a process of consultation and review to develop ongoing PLP's. This process ensured that 100% of Aboriginal students had a PLP to support differentiated learning within their classroom to achieve individual goals.

Multicultural and anti-racism education

Wyalong Public School continued to celebrate the multicultural links we share with students in our school and members of our school community.

The school enjoyed activities run by members of the community who were willing to share aspects of their own cultural heritage. Students were given the opportunity to learn about these cultures by participating in rotational activities.

The school continued with the use of the student well-being surveys. These surveys are distributed to students each term to complete. They provide staff with information they can use to ensure all of our students are feeling safe and empowered. Ensuring students remain proud of who they are and

Other school programs

Wyalong Public School has been engaging students in a **Creative arts program** for the last 7 years. The program is facilitated by specialist teachers who each deliver either quality dance, drama, choir, and instrument tuition experiences. The students rotate through the lessons each Friday and are then able to show case what they have learnt during community days, school fetes and concerts.

The **Middle School Program** has been a long time running program and enables students in 5 and 6 to successfully transition into High School by attending middle school specific classes at the High School each Thursday for the year.

The **Meals on Wheels program** started as a speech and language program 7 years ago aimed at giving students the opportunity to practise receptive and expressive skills while delivery meals to the community. This year the program continued as a whole school program giving each child the opportunity to get involved in delivering meals to the community.

Our whole school **Swimming for Sport** program was a wonderful opportunity for all of our students K–6 to learn and enhance their swimming skills every Tuesday afternoon at the pool during Terms 1 and 4. This program runs additionally to the DEC learn to swim program.

Every second Wednesday students took part in lessons at the Town Library. The **Town Library Program** enables the school to form strong relationships with the Bland Shire Library and expose students to opportunities associated with library that can assist them with their learning outside of school. This program ran for the duration of the year.

The **Kinder Orientation Program** was once again a huge success and was well received by parents. Students engaged in a seven week orientation program starting with 4 half days and then continuing with 3 full days. Kinders who engaged in the program had a successful and positive start to school in 2017.