

Wyalong Public School Annual Report



2017



3518

Introduction

The Annual Report for **2017** 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.

Megan Staples

Principal

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Message from the Principal

It gives me great pleasure to reflect upon the great year that we have had and to recognise the improvements and achievements our students have made throughout the year. I would also like to take this opportunity to thank the staff for the hard work they have put in, to improving student outcomes at our school.

This year marked the first year of the role of Instructional Leadership at our school. Our Instructional Leader worked across the school with our staff to manage the curriculum and build student and teacher capacity in both literacy and numeracy by working one on one with teachers as well as students to help develop quality teaching practices and to enhance student learning.

This new position along with a rigorous scheduled of small group teaching and the discussion around student work samples each five weeks to determine how and what to teach next in line with our syllabuses have helped us to set a strong tone for excellence.

Student engagement is important to us, continuing with our creative arts program and the forming of our woodwork group have proved to be successful in helping to make learning fun. The implementation of the GOT IT program and the ongoing support of the Family Referral Service in 2018 should see a high level of continued support for our students and their families.

The P&C supported by our wonderful parents and grandparents, have certainly contributed to the success of our school year. They have improved the front of the school, fundraised to financially subsidise school excursions and purchased resources for the school. It is fair to say that the P&C have had a rather busy year, and it was wonderful for them to reflect on this at our last meeting for the year and be so ever grateful for the support the school community offered them throughout the year, be it selling raffle tickets or cooking a cake.

In closing I would like to highlight the wonderful partnerships our school has with the wider community. This year we worked with and across many different community groups. Including but not limited to Riding for the Disabled, we hosted our own radio segment on 94.5 Gold FM each Wednesday, frequented the town library each fortnight, regularly engaged with the Aboriginal Lands Council, Bellarwi CWA and LCCC (Lake Cowal Conservation Centre) .

Each week we continued to work with the West Wyalong Meals on Wheels Association to deliver meals across our town and I think next year roughly marks 7 years of service to this wonderful organisation.

We are a small school but, we do big things!

Megan Staples, Principal

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 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 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.

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/sef-evidence-guide>

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)	Funds Expended (Resources)	Progress achieved this year
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.	\$9,021.00 Professional Learning	School programs and Staff Professional Learning effectiveness measured against whole school yearly data snapshot to inform future direction. Use of backward mapping and UBD in teacher programming and delivery.
Data harvest cycles are implemented and followed showing 80% of students are achieving at expected cluster on the literacy and numeracy continuum.	\$1121.00 Literacy and Numeracy Specific	Teachers follow data harvest cycle and use data extracted 5 weekly to drive teaching and learning with assistance from Instructional Leader. 69% of students are achieving at or above expectation in Numeracy and 74% of students are achieving at expectation in Literacy
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		Students using direct feedback from teachers eg. 2 stars and a wish is working well to improve their own learning. Student self-monitoring and evaluating is evident K-6.

Next Steps

To work collaboratively within our school and across networks and schools to enhance teacher capacity to deliver evidence based teaching. Explicit whole school systems are in place to improve student outcomes. Teachers evaluate the effectiveness of their teaching through individual and collaborative practice.

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 remained a major focus within our school. We recognise a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students enhance 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)	Funds Expended (Resources)	Progress achieved this year
<p>To embed high standards within the school that ensure students understand expectations, are resourceful and resilient.</p> <p>Students are self-directed learners who are engaged in meaningful learning and are future focused.</p> <p>Dedicated staff and supportive parent body work collaboratively to set a positive school tone which generates proud students who are committed to Public Education.</p>	<p>\$3,024.00 Creative Arts Program</p> <p>\$7,140.00 engagement programs—Senior boys woodwork & specialist Sporting Skills workshops</p> <p>\$3,325 Family Referral service</p>	<p>High Expectation documents set by staff and students and are communicated within school and to the community. 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. Programs found to increase student engagement such as the Creative Arts Program and Physical Education Program were highly successful. The Family Referral service continued to provide support to our families.</p>

Next Steps

With the successful implementation of our wellbeing strategic directions, our school data has shown that wellbeing will no longer need to be specifically focused on during the next school planning cycle and instead be embedded within the next strategic direction focus. Next year the school will continue to work with the Family Referral Service and begin a new partnership with the 'Got it' team to deliver an in-school program to provide early intervention for our students focused on helping students develop resilience.

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

Partnerships have enhanced student learning by continually developing, building and sustaining partnerships with parents, families and other education and training institutions, local business and community. The school has successfully supported programs including but not limited to Riding for the Disabled, Creative Arts Program and the Wood Work Program to help increase student engagement. Working with DEC staff professionals and access professional learning relevant to the context of our school as well as cross school network initiatives involving our Instructional Leader have continued to enhance teacher collaboration and capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To enhance student learning by continually developing, building and sustaining partnerships with parents, families and other education and training institutions, local business and community.	\$5,784.00 Partnership Programs	Staff met as an Innovative Learning Partnership Team to lead and develop innovative ideas to assist with student engagement. 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. 90% of girls and 85% of boys at our school felt they engaged in positive relationships with students, teachers and the community. School students (leaders) attended a Young Leaders Forum in Sydney.

Next Steps

Partnerships will continue to be an important aspect of our school planning cycle. However it will not remain a key direction and instead be embedded across all future strategic directions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,111.00	Regular student assessment and data harvest cycles and use of School Learning Support Officers help identify point of need for indigenous students and implementation of Personalised Learning Plans. Work with Aboriginal Lands Council orientating Indigenous Kindergarten students proved successful.
Low level adjustment for disability	\$53,511.00 of which– \$40,630 allocated to LAST & \$12,881.00 for other (see impacts)	Teacher release time to plan and implement modified programs and teacher professional development help to support students with additional learning needs. The use of School Learning Support Officers were utilised to maximise student support. Learning and Support Teacher allocation
Quality Teaching, Successful Students (QTSS)	\$4,867.00	Release of teacher to work with another teacher in an Instructional leader capacity enhanced teacher confidence and ability
Socio–economic background	\$81,693.00	Whole school programs and partnerships such as but not limited to the creative arts program were funded to enhance student engagement and retention. Also the supplementation of our Instructional Leader.
Early Action for Success	Allocation of FTE .4 Instructional Leader	Continued Professional learning around L3 and the incorporation of stage 2 into the program was successful this year in improving student outcomes. Instructional leadership encompassed coaching and mentoring strategies with teachers to improve teacher capacity.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	25	30	30
Girls	30	37	34	24

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	91.8	93.7	95
1	91.7	95.6	89.7	92.1
2	94.8	93.8	94.2	97.3
3	87.2	95.6	92.9	96.4
4	91.9	90.7	95.5	96.4
5	94.3	95	82.9	95.2
6	91	87.8	95.9	93.1
All Years	91.5	93	91.4	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is managed by a whole school approach to monitoring student absence. If a student is absent for two consecutive days and is still away on the third day the classroom teacher will phone the parent/carer for a reason of absence. Evidence of absence is required from parents explaining a justified reason of absence. An absence slip is sent home with the child for parents to fill out or a phone slip can be filled out by teachers or office staff when parents text or phone through their justification of student absence. Student absence patterns are discussed as part of welfare during weekly staff meetings.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.45
Other Positions	0

*Full Time Equivalent

We support the Aboriginal School Based Apprenticeship program. In 2017 we engaged two Indigenous students to work as School Learning Support Officers as part of this initiative..

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	0

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 2017 in alignment with our school plan, staff continued training 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. 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 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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	120,513
Global funds	53,970
Tied funds	99,626
School & community sources	3,766
Interest	1,424
Trust receipts	498
Canteen	0
Total Receipts	159,283
Payments	
Teaching & learning	
Key Learning Areas	4,833
Excursions	2,595
Extracurricular dissections	4,092
Library	1,739
Training & Development	1,451
Tied Funds Payments	102,139
Short Term Relief	10,326
Administration & Office	15,836
Canteen Payments	0
Utilities	9,780
Maintenance	2,229
Trust Payments	498
Capital Programs	0
Total Payments	155,517
Balance carried forward	124,279

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	284,098
Appropriation	266,059
Sale of Goods and Services	0
Grants and Contributions	17,880
Gain and Loss	0
Other Revenue	0
Investment Income	159
Expenses	-131,444
Recurrent Expenses	-131,444
Employee Related	-101,854
Operating Expenses	-29,590
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	152,654
Balance Carried Forward	152,654

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	615,823
Base Per Capita	9,781
Base Location	19,293
Other Base	586,749
Equity Total	146,315
Equity Aboriginal	11,111
Equity Socio economic	81,693
Equity Language	0
Equity Disability	53,511
Targeted Total	38,620
Other Total	67,057
Grand Total	867,815

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.

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

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 <http://www.myschool.edu.au> to access the school data.

The use of targeted intervention strategies aimed at students sitting just below proficient as well as evidence based programs supported by school systems that timetable teacher and Instructional Leader weekly meeting/reflection/PL time have helped our school increase the number of students we have sitting against proficiency in reading and comprehension increasing the number of students sitting at or above proficiency in reading and comprehension by 47% over the 2017 school year.

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 Printed

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

This year we enjoyed strong partnerships with the Aboriginal Lands Council. 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. Personalised Learning Plan Documentation (PLP) 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 wellbeing surveys. These surveys were distributed to students each term to complete. They provided staff with information they used to ensure all students felt safe and empowered.