

# Wyalong Public School Annual Report



2018



3518

## Introduction

The Annual Report for **2018** 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

### School contact details

Wyalong Public School

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### Message from the Principal

It gives me great pleasure to report on the educational outcomes of Wyalong Public School during the 2018 school year.

This year our school continued to build on the educational outcomes of all students. The school plan formed a clear direction for whole school improvement and the external validation process provided a solid platform for whole school evaluation and reflection.

The school culture of continuous improvement, maintained five weekly data harvest cycles of student progress, weekly teacher timetabled support from the Instructional Leader and plenty of networking activities aimed at building on the capacity and capability of all staff K–6.

The P&C worked tirelessly to maintain and build upon the quality and tranquillity of our school grounds, making it a wonderful place for our students to learn, play and grow.

The following report highlights Wyalong Public Schools pursuit of excellence and the provision of educational opportunities for each child, so they can connect, succeed and thrive.

Megan Staples

Principal

Wyalong Public School

## School background

### School vision statement

We believe everyone is someone at Wyalong Public School. Teachers work in partnership with parents as active participants in their child's education. Learning opportunities are evidence-based. The promotion of excellence through a whole school practice of high expectation, relevance and engagement maintains our schools vision for future focused, resilient and innovative students.

### 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school was validated at:

**EXCELLING** across 6 domains– Learning culture; Wellbeing; Assessment; Reporting; School Resources; Management Practices & Processes.

**SUSTAINING & GROWING** across 7 domains– Curriculum; Effective Classroom Management; Data Skills & Use; Professional Standards; Learning & Development, Educational Leadership & School Planning Implementation & Reporting

**DELIVERING** for 1 domain– for Student Performance Measures.

Our self-assessment and the external validation 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-evidence-guide>

## Strategic Direction 1

### Learning

#### Purpose

Learning is strategically directed by the promotion of excellence through a whole school practice of high expectation, differentiation, relevance and engagement to improve whole school outcomes.

#### Overall summary of progress

Teachers are beginning to demonstrate a deep knowledge of the curriculum and are using evidence based programs that are reflective of whole school identified direction.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels, supported by the Learning and Support Teacher and Instructional Leader. Timetabled support with the Instructional Leader is given to each teacher weekly.

All teaching and learning programs are beginning to be data based, differentiated for individual learning needs and are on track to demonstrate new syllabus content, measured against the learning progressions by program reviews and student work samples.

Students attendance remains above state average reflecting student engagement and Tell them from me surveys show student responsiveness to the programs delivered across the school. Students are encouraged through engagement programs such as Getting on Track in Time, Family Referral Service, Creative Arts Program, Woodwork Group and, Meals on wheels.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data collected against the continuum/progressions show student growth in line with national bench marks across 5 weekly cycles.	\$28,140.00 supplementation of IL \$63,709.00 EAfS IL LAST allocation	Value added across years K–3 and 3–5 is at sustaining and growing.  Average scaled growth across Numeracy, Writing, Reading and Spelling sit on average at 136.5 growth across all subjects compared to the state average of 75.8 across all subjects.
The teacher PDP (Performance and Development Process) reflects whole school practice of data driven programing, student differentiation, and relevant professional development and high expectations.	\$63,709.00 EAfS IL \$9,891.00 QTSS	Instructional Leader influence and allocated time for teachers to engage in relevant and collegial PL have enabled staff capacity to grow across a number of domains including but not limited to data to inform practice.

#### Next Steps

Teachers will continue to develop knowledge and understanding of curriculum delivery and content through professional learning opportunities facilitated through the REIN group and the Curriculum advisor.

Instructional Leader timetabled support will continue in 2019 with additional teacher timetabled time in structured triads. Where teachers in groups of three form action groups aimed at supporting each other in professional development, self-assessment and improving student outcomes underpinned by whole school direction.

## Strategic Direction 2

### Teaching

#### Purpose

Evidence based teaching and explicit whole school systems are in place to improve student outcomes. Teachers evaluate the effectiveness of their teaching through individual and collaborative practices.

#### Overall summary of progress

Use of the Instructional Leader and Literacy and Numeracy progressions are supporting explicit teaching, enabling teachers to accurately determine students' current learning achievements helping them to understand where to next, in line with the NSW Literacy and Numeracy Strategy 2017–2020.

Individualised learning goals are set for each student as a result of data informed evidence in consultation with parents.

Continuous collaboration has resulted in an explicit teaching approach to literacy and numeracy, which is research informed.

Explicit teaching is in its infancy and is beginning to be the main practice used, reflecting the current evidence base

The use of data collection and collaborative evaluation is an embedded practice every five weeks to inform decisions ,interventions, and professional learning in literacy and numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff capacity to analyse data is increased as they use a variety of data sources to affirm teacher judgment and future teaching programs.	\$2,000.00 TPL funding used	Staff engaged in targeted Professional Learning in use of data.
Value added measures show improvement– use of SCOUT		Scout data shows staff use of data to inform practice.
EAFS and whole school Data collated on reading/comprehension proficiency shows growth for each student.	\$63,709.00 EAFS IL LAST allocation and \$ 15,300 LAST supplementation	Each student has shown growth in reading as per EAFS data in 2018.

#### Next Steps

Opportunities will be provided for staff to collaborate across schools to support a reflective practice. Collaboration between teachers within our school, and across schools and networks will be prioritised in 2019.

Staff will continue to completed self evaluation tools and will use the outcome to help inform performance and development planning.

## Strategic Direction 3

### Leading

#### Purpose

Strong, strategic and effective leadership is distributed across the school; every teacher is a leader and strategically works to improve student outcomes. Resource allocation and accountability requirements serve the overarching strategic vision of the school through whole school teacher evaluation and input.

#### Overall summary of progress

Joining the REIN group has enabled Wyalong Public School to share in a community of schools with the aim of encouraging inter school staff professional collaboration, and distributing expertise within our local context where critical evaluative thinking, evidence driven practice and excellence is shared among the network for the benefit of all.

Coaching and mentoring of staff through Instructional leader, staff collaboration processes and inter-school networking strategies have helped improve student outcomes.

Staff have purposeful leadership roles based on their professional expertise and they use these roles to work collaboratively within and across schools to improve student learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student makes measurable learning progress and gaps in student achievement decrease.	\$15,300 to supplement LAST \$9,891.00 QTS \$28,140.00 Supplement IL	Professional Learning School programs and Staff Professional Learning effectiveness measured against whole school yearly data snapshot showed student progress. Teachers follow data harvest cycle and use data extracted 5 weekly to drive teaching and learning with assistance from Instructional Leader. More students than not are achieving at or above expectation.
Tell Them From Me staff survey demonstrates increased job satisfaction, and their impact on classroom and school effectiveness.	\$0.00	
All staff are maintaining accreditation with some working towards higher levels of accreditation.	\$7,353.00 TPL	All staff maintain their accreditation and attend current and relevant PL to improve their practice in order to increase student outcomes  Staff member selected in the Mastery of Teaching Program to gain support with the HALT process.

#### Next Steps

Teachers will work towards demonstrating a high level of performance and ongoing improvement with a clear focus on student progress, achievement and high quality service delivery through ongoing support from Principal.

Encouragement of staff to acquire higher levels of accreditation or to effectively maintain accreditation will be a priority in 2019.

Consultative processes will be used to develop school goals, expectations and aspirations for improving student learning, empowering staff to actively pursue the attainment of school goals.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$14,197.00	50% of Indigenous students made at or above expected growth over time in NAPLAN in 2018.  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 once again successful.
<b>Low level adjustment for disability</b>	\$41, 645.00 allocation  \$15,300.00 supplementation	The Learning and Support Teacher worked in partnership with the Instructional Leader and school Principal to give data informed. targeted support to students K–6 sitting just below proficiency K–6. This resulted in all students achieving growth in 2018.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 9,891.00	Release of teacher to work with another teacher in an Instructional leader capacity enhanced teacher confidence and ability in order to improve student outcomes.
<b>Socio–economic background</b>	\$81,555.00	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
<b>Early Action for Success</b>	\$63,709.00	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			
	2015	2016	2017	2018
Boys	25	30	30	27
Girls	37	34	24	30

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 discussions during weekly staff meetings and actioned when necessary following departmental procedures.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.8	93.7	95	90.9
1	95.6	89.7	92.1	94.2
2	93.8	94.2	97.3	93
3	95.6	92.9	96.4	94.3
4	90.7	95.5	96.4	92.4
5	95	82.9	95.2	92.4
6	87.8	95.9	93.1	93.9
All Years	93	91.4	94.7	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

At the beginning of each year, the school attendance procedures and accompanying absence slips are handed out to parents to have at home to refer to and use throughout the year.

The procedures give information to parents on what do when their child needs to absent for both predicted and unpredicted situations, eg. illness or principal approved leave. 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.17
School Administration and Support Staff	1.45

\*Full Time Equivalent

We supported the Aboriginal School Based Apprenticeship program again this year. As part of this initiative we engaged two Indigenous students to work as School Learning, Support Officers. Additionally we are supported by another two Indigenous SLSO's who work across the school K-6.

### 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 where possible was strategically directed and reflective of our schools current programs and future directions.

In 2018 in alignment with our school plan, staff continued training in L3 and had a EAfS focus, utilising expertise shared by the Instructional Leader. The whole staff engaged in professional development around data collection and school procedures involving annual data harvest cycles using teacher moderation and the Progressions.

Other training opportunities included EAfS network days and School Excellence Framework whole school workshops around school direction and External Validation. The Instructional Leader continued professional learning in Building Numeracy Leadership.

The REIN group of which Wyalong Public School is apart of, shared a strategic focus on new curriculum implementation and best practice. Professional learning to support this was facilitated by our regions

Departmental Curriculum Advisor and supported by our Director of Educational Leadership.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	152,654
<b>Revenue</b>	923,370
Appropriation	908,621
Sale of Goods and Services	0
Grants and Contributions	13,641
Gain and Loss	0
Other Revenue	0
Investment Income	1,108
<b>Expenses</b>	-978,947
Recurrent Expenses	-978,947
Employee Related	-891,197
Operating Expenses	-87,750
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-55,577
<b>Balance Carried Forward</b>	97,077

- Wyalong Public School's financial management processes are in line with Department of Education financial guidelines and requirements as per the school budget allocation report.
- The school budget is developed in line with the school planning and review cycle which is inclusive of community consultation. Regular budget review meetings are held between the Principal and School Administration Manager and monthly budget consultation occurs at P&C meetings.
- Intended use of funds available include payment of salaries and associated costs as well as funding to refurbish classrooms.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	638,139
Base Per Capita	10,442
Base Location	17,364
Other Base	610,333
<b>Equity Total</b>	151,988
Equity Aboriginal	14,197
Equity Socio economic	81,555
Equity Language	0
Equity Disability	56,236
<b>Targeted Total</b>	38,168
<b>Other Total</b>	73,626
<b>Grand Total</b>	901,920

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

There has been a primary focus on shifting the number of students in the bottom bands for reading and writing to middle bands and above ensuring all students demonstrate growth and perform at proficient or higher.

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.

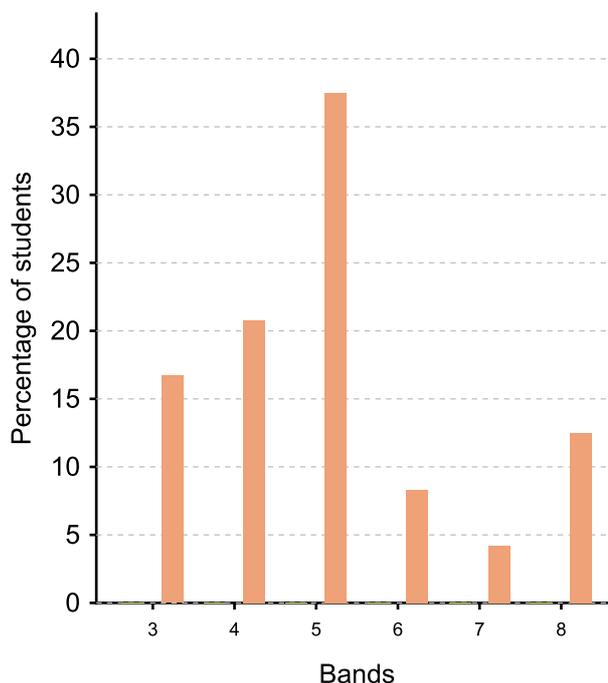
## School performance

### School-based assessment

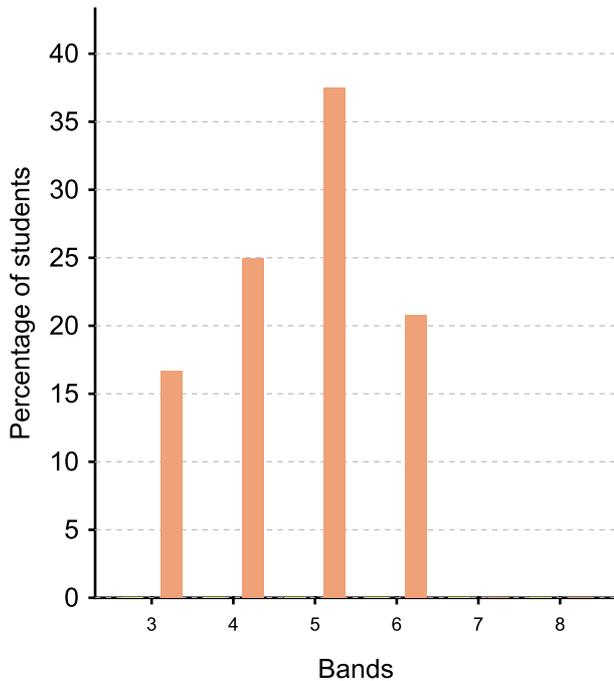
Effective use of school based assessment to inform data is identified in all sections of our School Plan across the schools strategic directions of Learning, Teaching and Leading. School based assessment is used to provide an evidence base to monitor student progress, evaluate and inform teaching practices and guide purposeful whole school practices. In the Learning section of the School Plan, there is a focus on consistently analysing data to monitor student progress. School based assessment data is identified as a key practice to support students in moving along the Literacy and Numeracy Progressions. The School Plan identifies the use of an Instructional Leader working with the staff to support their capacity in providing quality school-based assessment and data analysis and usage.

Data informed practice as a result of school based assessment is identified as a key process in teaching at our school, with teaching decisions being underpinned by evidence collected by teachers to inform 'where to next' for teaching and learning for all students. In the Leading section, data as a result of school based assessment is pinpointed as a key practice to find a students' point of need to target programs, Leaders use school-based assessment and data as a structure to systematically and strategically identify areas for continuous improvement.

**Percentage in bands:**  
Year 5 Reading

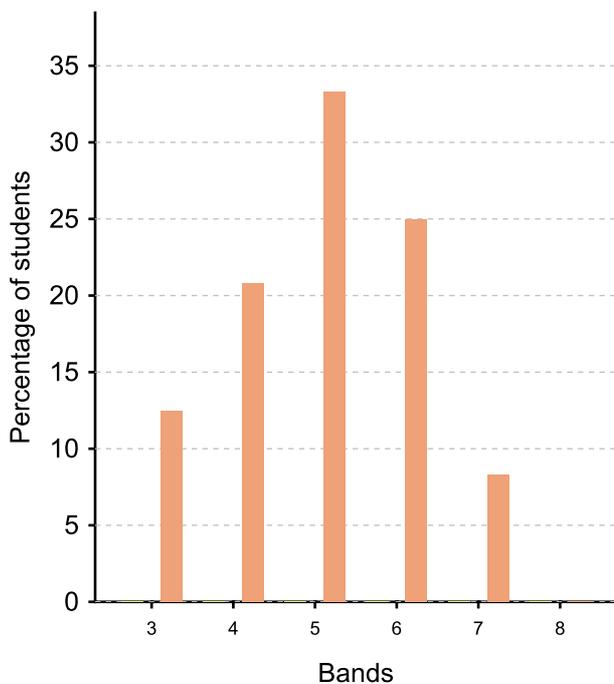


**Percentage in bands:**  
Year 5 Writing



There has been a primary focus on shifting the number of students in the bottom bands for numeracy to middle bands and above ensuring all students demonstrate growth and perform at proficient or higher.

**Percentage in bands:**  
Year 5 Numeracy



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. The average scaled growth for our school in 2018 for numeracy was 145.9 compared to the State 93.2 and for Reading 145.1 compared to the state 82.8 and finally for Writing at 107.1 compared to the state 48.1. Students sat well above at or expected growth for Numeracy, Reading, Spelling and Writing.

## Parent/caregiver, student, teacher satisfaction

Our teachers recognise that it is their high expectations and quality teaching that influence the best student outcomes.

In 2018 the Wyalong Public School Community engaged in Tell Them from Me Surveys and the 360 degree tool 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 for advocacy, expectations and belonging we found **95%** of students at our school felt positively about advocacy in comparison to 86% of the state. **100%** of our students surveyed had expectations for success while **79%** of students felt a sense of belonging. The Excellence in School Customer Service 360 Reflection Tool reported:

- There is a school-wide, collective responsibility for effective communication, with high levels of student, staff, and community engagement.
- The school engages students, parents and other members of the community in a welcoming way to ensure feedback, involvement and wide contribution to the success of students.
- The school emphasises its values in order to promote a collaborative way of working and to give others the chance to be heard
- Staff are respectful of and sensitive to all cultural backgrounds in their interactions.
- The school staff seek to build relationships and resolve situations by meeting the needs of students, parents or other members of the community.

On average the school exceeded community expectations across the above domains. Our strengths being inclusivity and customer service.

## Policy requirements

### Aboriginal education

This year we again 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 annual 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 as valued members of our school.