

Wyalong Public School

2019 Annual Report



3518

Introduction

The Annual Report for 2019 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.

School contact details

Wyalong Public School

George Bland Ave

Wyalong, 2671

www.wyalong-p.schools.nsw.edu.au

wyalong-p.school@det.nsw.edu.au

6972 2140

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Data collected against the continuum/progressions show student growth in line with national bench marks across 5 weekly cycles.

The teacher PDP (Performance and Development Process) reflects whole school practice of data driven programing, student differentiation, and relevant professional development and high expectations.

Progress towards achieving improvement measures

Process 1: Curriculum

Develop and implement processes and structures that integrate quality teaching, curriculum planning, and assessment practices that meet the needs of all students.

Evaluation	Funds Expended (Resources)
Yearly data reviewed. There has been considerable improvements in Stage 2 and Stage 3 this year. Our focus is to continue and increase the rigor and high expectations created in the last year through triads and collaborative practices across the whole school.	IL – EafS \$66934.00 Triads – timetabled weekly within the school SLSO – Socio economic \$21877.00 LaST support – \$10830

Process 2: Collaborative Practice

Enhance teacher collaboration practices across the school and network to enhance student engagement and wellbeing.

Evaluation	Funds Expended (Resources)
As a part of the REIN group, we are planning to implement interschool instructional rounds during 2020. There is Professional Learning being organised for term 1, 2020. The Instructional Rounds focus will be aligned with the Premier's Priorities 2020– 2023.	PL – \$2000 Additional RFF (Triads) \$21877 (TP)

Process 3: N/A

Evaluation	Funds Expended (Resources)
N/A	N/A

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.

Improvement Measures

Staff capacity to analyse data is increased as they use a variety of data sources to affirm teacher judgment and future teaching programs.

Value added measures show improvement– use of SCOUT

EAFS and whole school Data collated on reading/comprehension proficiency shows growth for each student.

Progress towards achieving improvement measures

Process 1: Evidence based pedagogy

Draw on evidence–based effective teaching strategies to implement high quality learning across the school.

Evaluation	Funds Expended (Resources)
<p>Word Their Way is leading to improvements in spelling, modelling grammar and writing through authentic rich texts has been very successful , students showing increased vocabulary in writing and increasingly sophisticated sentences. L3 explicit writing processes has lead to improved outcomes in writing in k1.</p> <p>We have reviewed the maths program, investigated a new program for next year to ensure consistent teaching across Stage 2 and Stage 3.</p> <p>We have identified that technology is an area that needs increased focus, typing and reading online are two particular areas for attention. We have identified a typing program and increased the amount of technology embedded within classroom practice.</p>	<p>IL EafS – \$66 934.00</p> <p>PL – \$1.200</p> <p>Resources – \$800.00</p>

Process 2: Data informed practice

Develop and apply a school wide system that uses data to inform future teaching and learning for all students.

Evaluation	Funds Expended (Resources)
<p>Programs evaluated for effectiveness, plans have been put into place to meet areas of concern. Reports have been sent home. School excellence self–evaluation completed.</p>	<p>IL – EAFS</p> <p>Triads</p>

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.

Improvement Measures

Every student makes measurable learning progress and gaps in student achievement decrease.

Tell Them From Me staff survey demonstrates increased job satisfaction, and their impact on classroom and school effectiveness.

All staff are maintaining accreditation with some working towards higher levels of accreditation.

Progress towards achieving improvement measures

Process 1: Distributive leadership

To develop and support distributive leadership systems and roles within a culture of continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
All teachers reflected an increase in the distributed leadership model which has been used within the school this year as effective and commented on the improved of all staffs leadership capacities as a result of being given greater roles and responsibilities.	Change of in school management practices

Process 2: Effective leadership

Develop and implement structures and systems that strategically develop and use the expertise of all staff to improve student outcomes.

Evaluation	Funds Expended (Resources)
New measures have been put into place for 2020 and the induction of new casuals and temporary teachers to the site.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO \$16547.00	Regular student assessment, data harvest cycles and a Student Learning Support Officer helped implement the personalised learning plans. An Aboriginal SLSO is employed to provide culturally appropriate support to students. There has been personal growth for all Aboriginal students.
Low level adjustment for disability	LaST \$43753.00 Specialised Teachers 1/2 day \$11710.00	The Learning and Support Teacher worked in partnership with the Instructional Leader, Quality Learning Facilitator and Principal to provide targeted support for student K–6 sitting just below proficiency. This resulted in all students making significant growth academically.
Quality Teaching, Successful Students (QTSS)	Specialised teacher 1/2 day \$10939	Release of teachers to participate in collaborative triads with Instructional Leader and Quality Teaching Facilitator to enhance teacher capacity and confidence to improve student outcomes.
Socio–economic background	Supplement IL additional day	Whole school programs and partnerships continued within the school to increase wellbeing and student engagement. Our Instructional Leader and SLSO was also supplemented by this allocation to provide teachers and students with the individualised support they need in the classroom.
Support for beginning teachers		We had no beginning teachers this year.
Early Action for Success	EAFS \$66934.00	Early Action for Success has continued with the focus of consolidating the growth seen in Early Stage 1 and Stage 1 into the transition into Stage 2 and 3. Developing whole school focuses to build on from Kindergarten has seen an improvement starting to develop into the upper years. The Instructional leader provided mentoring and coaching to all staff to improve our teaching practice and student outcomes in all areas with a particular focus on comprehension and grammar and punctuation.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	30	30	27	27
Girls	34	24	30	30

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	95	90.9	92.3
1	89.7	92.1	94.2	92.7
2	94.2	97.3	93	95.1
3	92.9	96.4	94.3	96
4	95.5	96.4	92.4	97.1
5	82.9	95.2	92.4	92.2
6	95.9	93.1	93.9	91.7
All Years	91.4	94.7	92.9	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	97,077
Revenue	1,003,286
Appropriation	977,265
Sale of Goods and Services	-136
Grants and contributions	25,284
Investment income	872
Expenses	-925,090
Employee related	-842,656
Operating expenses	-82,435
Surplus / deficit for the year	78,195

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	25,751
Equity Total	156,052
Equity - Aboriginal	18,236
Equity - Socio-economic	80,539
Equity - Language	0
Equity - Disability	57,277
Base Total	673,598
Base - Per Capita	13,374
Base - Location	18,528
Base - Other	641,696
Other Total	93,942
Grand Total	949,344

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

High expectations are what underpin the learning culture at Wyalong Public School. All students achieving success is what is strived for.

Our staff reported:

- They felt well supported and resourced
- Teachers were provided with ample opportunities to further develop their own practice in specific areas
- All teachers felt a sense of distributed leadership throughout the school and thrived at the opportunity to take on additional roles and responsibilities to improve their leadership qualities
- Working in collaboratively and inclusive was a strong attribute of the schools collective staff
- Teachers highlighted the increased opportunities to communicate with parents as a highlight for them

During 2020 we look forward to focusing on further developing our capacities in instructional rounds to increase students learning in comprehension.

Parent and caregivers at Wyalong Public School reported:

- Parent and teacher communication was positive and responsive to student needs.
- There was an increase in attendance to P&C meetings twice a term and the active involvement in organising events was noted
- Parents highlighted the various Community and school based activities as a highlight to have been involved in
- Parents and caregivers felt welcomed and included on arrival at the school and as part of the school future directions

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.