

# 2020 Annual Report

## Wyalong Public School



3518

# Introduction

The Annual Report for 2020 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

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Wyalong Public School

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## School vision

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 'Topyy' 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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)
How effectively did staff improve the explicit teaching, planning and assessing of Grammar through the PL of the Action Research?  Student's PAT grammar demonstrated an effect size of 1.3 on average across 3-6 in 2020. This demonstrates that the upskill and explicit teaching of grammar has translated to growth for all students.	Collaborative Planning Days were used.  Professional Learning Funds.

##### Process 2: Collaborative Practice

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

Evaluation	Funds Expended (Resources)
Through using the innovative and collaborative practices of TRIADs, staff collaborated in a myriad of ways which upskilled their practices and lead to student growth. This was particularly evident in their focus areas of grammar and mathematics. Both of the PAT results in mathematics and grammar, showed an effect size of the teaching over 1. Using the IL also allowed teacher's to observe and provide feedback to other teachers.	Quality Teaching Successful Students (QTSS) funding  EAfS to allow Instructional Leader to lead the TRIADs

##### Process 3:

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

#### Next Steps

2021 will see a strong emphasis on embedding quality teaching practices. Professional learning around conceptual mathematics understandings for all staff to continue to develop number sense and maths fluency. Further professional learning will be sort to upskill teachers on the latest evidence-based practices for teaching reading. Revisiting our learning around high impact teaching strategies and incorporating these will build on opportunities to challenge students in all subject areas.

## 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)
Explicit teaching practices are strongly evident across the teaching of reading but the data demonstrates that there is still need for this to be a heavily focus in our next strategic plan. A focus on evidence based practices in reading and upskill the teaching staff of the Science of Reading.  As there was no NAPLAN this year school internal data was used to assess students including Check-ins and PAT testing. Our Year 5 was above SSSG in reading and numeracy.	EAFs  Literacy and numeracy resources

##### 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)
Class data has been effectively used for grouping students and identifying learning adjustments which have been implemented and used to inform teachers' continuous improvement in teaching practice. The Progress Achievement Testing across literacy and Maths across years 1 to 6 has allowed for comparative data to be analysed and improved the identification of learning needs for all students. Check-in assessments for Year 3 and Year 5 were analysed. MacqLit was implemented and identified students undertake lessons to improve their capacity in Literacy. The staff undertook the school's Situational Analyse which included analysing data to determine school directions for 2021-2024 Strategic Improvement Plan.	School support allocation

#### Next Steps

Work with network groups and Instructional Leader to build reading and mathematical knowledge and pedagogy. Staff will continue to learn and implement evidence based practices to focus on student growth. Opportunities will be also given to collaboratively design learning sequences and embedding assessment practices. In 2021 all staff will have a shared responsibility to use our school data system to use case management approaches to monitor student progress.

## 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)
There was a successful change over from relieving principal, Lacey Pettit, to substantive principal, Kylie Taylor. Kylie worked should to shoulder with the Director, Educational Leadership to ensure an effective changeover with the leadership.	School support allocation

#### 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)
Strong relationships were embedded in establishing effective leadership to support Kylie in the new principal role. Kylie worked closely with her Director, Educational Leadership as well as her Principal Mentor.	Teaching Principal relief

### 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.

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

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$16 547	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.
<b>Low level adjustment for disability</b>	\$57 134	The Learning and Support Teacher worked in partnership with the Instructional Leader and Principal to provide targeted support for students K-6 sitting just below proficiency. This resulted in all students making significant growth academically.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$10 501	Release of teachers to participate in collaborative triads with Instructional Leader and Principal to enhance teacher capacity and confidence to improve student outcomes.
<b>Socio-economic background</b>	\$84 558	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 individual support they need in the classroom.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	30	27	27	32
Girls	24	30	30	39

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	90.9	92.3	97
1	92.1	94.2	92.7	93.7
2	97.3	93	95.1	94.9
3	96.4	94.3	96	96.2
4	96.4	92.4	97.1	92.7
5	95.2	92.4	92.2	92.3
6	93.1	93.9	91.7	92.4
All Years	94.7	92.9	93.9	94
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	175,272
<b>Revenue</b>	1,082,504
Appropriation	1,072,979
Grants and contributions	9,199
Investment income	326
<b>Expenses</b>	-1,082,816
Employee related	-993,914
Operating expenses	-88,902
<b>Surplus / deficit for the year</b>	-312
<b>Closing Balance</b>	174,960

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	50,597
<b>Equity Total</b>	158,239
Equity - Aboriginal	16,547
Equity - Socio-economic	84,558
Equity - Language	0
Equity - Disability	57,134
<b>Base Total</b>	701,348
Base - Per Capita	13,709
Base - Location	18,999
Base - Other	668,640
<b>Other Total</b>	101,238
<b>Grand Total</b>	1,011,422

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020 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 90% of students at our school felt positively about advocacy in comparison to 86% of the state. 97% of our students surveyed had expectations for success while 74% of students felt a sense of belonging. Creating a sense of belonging will be a focus in our 2021-2024 School's Strategic Improvement Plan.

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

Our staff reported they:

- felt supported and well resourced particularly through on-line learning and changes due to COVID;
- were provided with ample opportunities to further develop their own practice in specific areas;
- 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;
- worked collaboratively and inclusive was a strong attribute of the school's collective staff; and
- even in the restriction of COVID, parent communication was still strong.

Parent and caregivers at Wyalong Public School reported:

- they were grateful of staff, particularly during online learning, for focusing on student learning and wellbeing;
- communication was positive and responsive to student needs; and
- even though there was restrictions on visiting the school, the school was still welcoming through phone calls and Facebook.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.