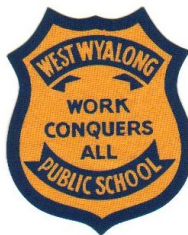


West Wyalong Public School Annual Report



2016



3519

Introduction

The Annual Report for 2016 is provided to the community of West 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.

Lyn Barnes

Principal

School contact details

West Wyalong Public School

Park St

West Wyalong, 2671

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

westwyalon-p.School@det.nsw.edu.au

6972 2157

Message from the Principal

The staff of West Wyalong Public School strive to provide a quality education for all students. The school is dedicated to fostering self worth within a caring environment. Students are encouraged to strive for excellence, demonstrate tolerance towards others and show positive community involvement. Our school's welfare program recognises students for their efforts and achievements. Students enjoy a safe and secure learning environment.

The school has a dedicated and enthusiastic staff who are strongly committed to high standards, personal excellence and quality teaching practices. The school has developed highly successful programs in literacy, mathematics, music, student welfare and sport. We have developed a comprehensive assessment, monitoring and tracking system and student information cards that follow the students through their primary years.

Strong parental and community support is a feature of our school and our P&C is hard working and highly involved in school planning. Regular parental and community member involvement is evident in our classrooms and extra curricular activities. Our school community provides assistance in improving and caring for our school environment. Parents and community feedback is encouraged and their valuable input is appreciated in the school planning process.

A strong sense of community spirit is evident by our participation in many community activities. We have a very large contingent of students who participate in the ANZAC Day march, the Remembrance Day ceremony, Clean Up Australia Day activities and community charities such as Country Hope, Royal Far West and CanAssist.

Thank you to the many people who work with us in classrooms, as Reading Tutors, on excursions, Scripture lessons and within our extensive music and sporting programs.

I am honoured and privileged to lead such a wonderful school.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school's achievements and areas of development.

Lyn Barnes

Principal.

Message from the school community

2016 was another very successful year for the West Wyalong Public School P&C. Thank you to everyone for your ideas, input and hard work as we worked together to achieve so many positive things.

During the 2016 school year we provided \$2800 to students for representing our school at a State level in sporting or cultural events.

We raised funds for the second half of the soft fall underneath the play equipment and donated \$500 to the Higher Order Thinking group towards their improvement program in the Infant's playground.

We paid for the book prizes at the end of year Presentation day assembly and provided the Easter eggs for the Infant's hat parade.

We purchased additional blazers and shirts for the school leadership team to wear at special occasions.

Thank you again to everyone who has helped and supported throughout the year. Current and future students of West Wyalong Public school are benefitting from all your hard work.

Belinda Duncan

President

School background

School vision statement

Our goal is to provide an inclusive education within a positive learning environment that nurtures productive relationships built on quality and trust.

School context

West Wyalong Public school is part of Riverina North West and is geographically isolated, being approximately two hours from any major service centre. Due to this isolation, the school receives equity funding for geographic isolation. The school has historically drawn its numbers from farms and the rural sector. With the opening of the Barrick Gold Mine, our school has seen a change in its cultural dynamic. Our enrolment numbers have increased over the years since the establishment of the mine but it brings with it a very transient population. Our NAPLAN results have seen some improvement over the last three years and we continue to build on these results. Our school enjoys a collaborative relationship with the High School – all year five and six students participate in a Middle School program each Thursday (STEM). We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

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. At the end of 2016 the staff of West Wyalong Public School undertook self–assessment using the elements of the School Excellence Framework. Staff reflected on the progress being made across the whole school, based on the Framework and our School Plan expectations.

In the domain of Learning our school has shown evidence of a strategic and planned approach supporting all areas of student learning. We demonstrate an integrated approach to quality teaching, curriculum planning and delivery. The staff have worked very hard to develop programs and teaching practice that effectively address the needs of our students. Our school culture is one of high expectations and celebrating effort and achievement. Students are encouraged to take responsibility for their learning demonstrating positive growth mindset. Data is collated and analysed and helps drive the teaching and learning programs within the school. The school has developed consistent school wide practices for assessment and reporting. Parents are regularly updated on the progress of their children through formal and informal avenues.

Our major focus in the domain of Teaching has been working with our teachers to implement the most effective teaching methods and develop greater collaborative practice. Mentoring programs have provided increased opportunity for peer feedback to ensure consistency of judgement. Professional learning is aligned with the School Plan and in response to each teacher's Performance Development Plan.

In the domain of Leading we have ensured that our School Plan is at the core of continuous improvement efforts and our strategic directions help drive our teaching and learning programs. The school actively fosters collaboration and consultation with all stakeholders and continually encourages positive relationships within the whole school community. Our school's facilities are well maintained and updated with the continued support of our P&C and community groups.

We are very pleased with the progress our school has gained in the pursuit of excellence.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

WELLBEING

Purpose

To embed a positive culture and develop respectful relationships across our learning community. Promote an inclusive school culture and work collaboratively to develop successful learners who are confident and resilient.

Overall summary of progress

A family–school reference group has been established and staff, students and parents have a solid understanding of the Wellbeing Framework through staff meetings, classroom activities, parent information sessions and newsletter entries. Our welfare and anti–bullying policies have gone through a comprehensive consultation process with all stakeholders and have been revised to reflect the input of interested parties. The school has embedded clearly defined behavioural expectations that help to create a positive learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of our students which measurably improves individual and collective wellbeing.	Students have participated in the Tell Them From Me surveys and the analysis of data and plans to move forward using this information have been presented at staff meetings, stage meetings with the students and P&C meetings. Staff, parents and students have been presented with information on the Wellbeing Framework through Information evenings, staff meetings and within classrooms.	Tell Them from Me surveys Coordinator organised, implemented, collated and reported on data (release from class time) Socio–economic background (\$1000.00)
100%of students show progress towards positive behaviours to allow for successful personalised learning.	Playground behaviour monitoring system has been revised and was implemented in term 4.	Information evening for community and parents – provided supper Introduced new playground duty backpacks and phones. Socio–economic background (\$500.00)

Next Steps

Parent information sessions will be continued during 2017 to survey and update parents and community members on our anti–bullying policy and monitor the changes that have been made to gauge success.

Students will be surveyed to gather information re bullying.

Data will be collated to analyse RISC entries to monitor improvement in positive behaviours.

Strategic Direction 2

QUALITY TEACHING

Purpose

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students. To improve literacy and numeracy standards through high quality teaching and personalised learning.

Overall summary of progress

Our school has established a consistent and thorough tracking and monitoring system to evaluate student and school performance and achievements. Professional learning structures have been put into place to support strategic directions and each teacher's professional needs and goals. Staff have a deeper understanding of the Literacy and Numeracy continuums and the PLAN data has integrity and is backed up by valid evidence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching is reflected across the school through differentiated learning. All staff are collaboratively embedding all aspects of the syllabus into teaching practice.	Staff have been given time to develop understanding and implications to their teaching using all aspects of the NSW Syllabus for the Australian curriculum. Rich texts purchased to enhance English curriculum	Teacher release time provided opportunity for stage meetings to explore new syllabi. \$5000
All teachers and students will be highly knowledgeable about the Literacy and Numeracy continuums and will have a strong and shared evidence base to inform placements.	Students are confident using their I Can statements in Reading. Staff have deep understanding of the Literacy and Numeracy continuums and can confidently place students in clusters.	Development of I can statements teacher release : \$3000 printing: \$500
25% of students achieving at/above proficiency in Y3 and Yr5 NAPLAN	In Year 3 more than 25% of students are achieving at or above proficiency in NAPLAN in all areas except for Numeracy. In Year 5 almost 25% of students – 22% in Reading and 18% in spelling grammar and punctuation are achieving at or above proficiency in NAPLAN.	
An increase of at least 8% in the top two bands of all NAPLAN assessments	In Year 3 we have had an increase greater than 8% in the top two bands for writing, spelling and punctuation . No increase by 8% or more in any of the strands for Year 5. There was a 4% increase in the top two bands in numeracy.	
30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments	In Year 3 there was greater than 30% increase of Aboriginal students in the top 2 bands for writing, spelling, grammar and punctuation In year 5 there was a 25% increase of Aboriginal students in the top 2 bands in numeracy. These figures are based on between 3–5 students.	
70% of all students achieving sound/above in school assessment and reporting systems.	75% of our students are working and achieving at sound or above in English based on school assessments.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
70% of all students achieving sound/above in school assessment and reporting systems.	65% of our students are working at sound or above in Numeracy based on school assessments.	

Next Steps

Continue developing understanding of the I Can statements for Reading clusters so students have greater awareness and knowledge about their own learning. Staff to develop I Can statements for Writing. Teachers are embedding all aspects of the Australian Curriculum into their teaching programs. Professional learning opportunities for staff to develop collaborative practices and focused discussions in each stage to enhance teaching and learning.

Strategic Direction 3

EMPOWERED STUDENTS

Purpose

To equip students with the essential skills, knowledge and capabilities to thrive and compete in a globalised world through ICT focussed quality teaching and learning programs.

Overall summary of progress

Staff have continued to engage with the strategic plan process and are routinely monitoring, evaluating and reviewing milestone implementation and impact. Staff have received professional learning with Dan Haesler and the concept of positive growth mindset and in project based learning teaching strategies. Staff have improved their capabilities and confidence embedding technology into their teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School data indicates improvement in student engagement, attendance and improved learning outcomes in all key learning areas.	School data indicates improvement in student engagement and positive attendance rates. Our absentee rates for senior students of a Friday have decreased as they are enjoying the rotations. Tell them from me survey results indicate improvement in social engagement and positive relationships.	Tell them from me surveys: \$1000
Sustain student growth in NAPLAN by over 60% between Year 3, 5 and 7.	Not at 60% but ranging from 37% grammar and punctuation year 3 to year 5 up to 87% numeracy year 5 to year 7. Increase in the percentage of students with greater than or equal to expected growth in Year 3 in reading, spelling and numeracy.	

Next Steps

Staff to investigate innovative teaching systems. Continued professional learning in growth mindset, higher order thinking and project based learning to empower senior students. Build staff capacity to better engage students in the development of their own learning plans and guide them to be more confident self directed learners. Bring your own device program implemented into senior stage.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Personalised learning pathways were developed and implemented for all our Aboriginal students. Ongoing monitoring and support ensured all Aboriginal students made appropriate progress and they are making progress across the literacy and numeracy continuums. Our Aboriginal students are attending school on a regular basis and are demonstrating greater engagement level in lessons. We have monitored behaviour with RISC and have seen an improvement in positive behaviours. Our Aboriginal students are showing improvement in all areas of curriculum with a marked improvement in mathematics .</p>	<p>Employment of SLSO to support Aboriginal students in identified areas of their learning.</p> <p>\$24,000</p>
Low level adjustment for disability	<p>All students requiring learning adjustments and learning support are catered for within teaching and learning programs and other support such as:</p> <ul style="list-style-type: none"> • L2 • reading tutors • targeted students program • in class support • the development of resources and learning programs to support students and class teachers • implementation of the multi-lit program <p>Staff have received professional learning in understanding Autism Spectrum disorders and understanding personalised learning and support.</p> <p>The staff identifies students for the Nationally Consistent Collection of Data (NCCD) and engages in professional conversation with the learning support team to verify how the needs of these students are met and how learning adjustments are made to support the child.</p>	<p>Reading Recovery teacher employed to implement L2 program. Extra teacher employed .4 to work with targeted students.</p> <p>\$25000</p>
Quality Teaching, Successful Students (QTSS)	<p>This funding has allowed us to employ a mathematics mentor for our senior students to support their transition to Year 7. NAPLAN Year 5–7 there was a strong trend showing above expected growth. Senior students working with maths mentor have improved in performance and confidence.</p>	<p>Employed maths tutor/mentor for senior students and for stage 1 gifted and talented group.</p> <p>. 21 staffing entitlement</p>
Socio-economic background	<p>This funding allocation helped to support the additional learning needs of students from low socio economic backgrounds. Three assistant principals were released two days a fortnight to support, mentor, observe and give feedback to staff in their stage teams which provided extra support for students with additional learning needs. It has provided additional professional learning for all staff.</p>	<p>Employ additional staff to release assistant principals.</p> <p>\$81000</p>
Support for beginning teachers	<p>Funding provided through this initiative has been used to support beginning teachers with the following strategies:</p> <ul style="list-style-type: none"> • Provide 1/2 day release with a mentor to provide additional classroom management training and development of teaching skills. 	<p>\$11,000 Teacher relief</p>

Support for beginning teachers

- The mentor provided demonstration lessons and assistance with programming.
- Additional professional learning identified by the beginning teacher.

\$11,000 Teacher relief



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	144	154	151	144
Girls	160	160	138	140

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	93.6	93.2	94.6
1	93.3	94.5	93.2	94.8
2	93.8	94.3	94.7	93.3
3	94.4	92.2	92.7	94.8
4	93	93	92.9	92.1
5	94.3	92.6	92.1	93
6	92.6	92.6	93.5	92.8
All Years	93.8	93.2	93.2	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K RED	21
K BLUE	19
1-2 BLUE	24
1-2 RED	22
1-2 PINK	24
1-2 GREEN	23
3-4 GREEN	20
3-4 RED	20
3-4 PINK	19
3-4 ORANGE	18
5-6 RED	25
5-6 BLUE	25
5-6 YELLOW	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	2.72
Other Positions	0.11

*Full Time Equivalent

In 2016 we did not have any identified Aboriginal staff.

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	

Professional learning and teacher accreditation

During 2016 three teachers were working towards their accreditation. Teacher accreditation procedures are closely monitored and the staff are well supported throughout the process. One staff member successfully received their accreditation during the year.

All staff members at West Wyalong Public School develop a performance development plan based on the school's strategic directions and their own professional goals and needs. This is a major focus for our professional learning budget. Through professional learning sessions, all staff are developing their understanding of curriculum content, improving pedagogy, developing classroom management strategies and ensuring successful implementation of teaching programs and comprehensive assessment strategies.

Professional learning that all staff were involved in included:

- Professional learning after school weekly staff meetings– all teachers.
- Professional learning stage meetings– all teachers. These meetings focussed on programming, curriculum planning and development, assessing, data analysis, classroom management, understanding of the Literacy and Numeracy continuums and PLAN data.
- Implementation of the new English and Mathematics Syllabus for the Australian Curriculum.
- Mandatory training– CPR, anaphylaxis, Child Protection, Code of Conduct– all staff
- Language, Learning and Literacy–L3– early stage 1 teachers.
- Dan Haesler– Growth Mindset–all teachers.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	282 388.16
Global funds	302 101.07
Tied funds	329 859.77
School & community sources	60 977.56
Interest	6 090.68
Trust receipts	14 808.00
Canteen	0.00
Total income	996 225.24
Expenditure	
Teaching & learning	
Key learning areas	18 773.58
Excursions	37 626.19
Extracurricular dissections	38 269.19
Library	4 463.77
Training & development	3 303.30
Tied funds	331 673.92
Short term relief	77 646.69
Administration & office	50 102.38
School-operated canteen	0.00
Utilities	58 149.38
Maintenance	12 881.19
Trust accounts	15 233.00
Capital programs	28 806.82
Total expenditure	676 929.41
Balance carried forward	319 295.83

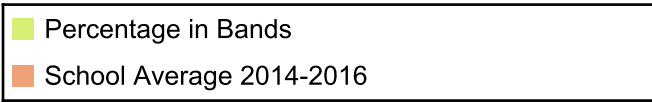
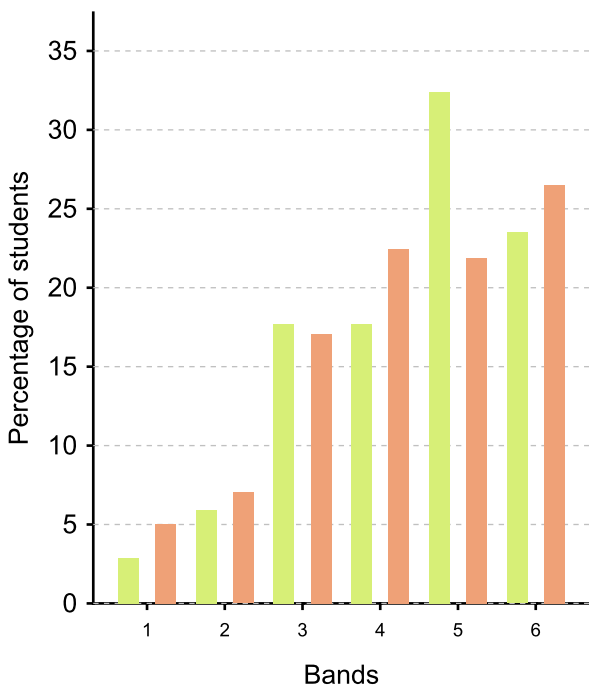
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

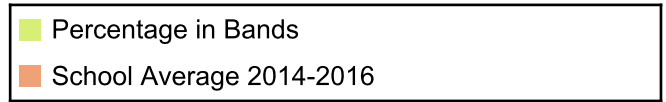
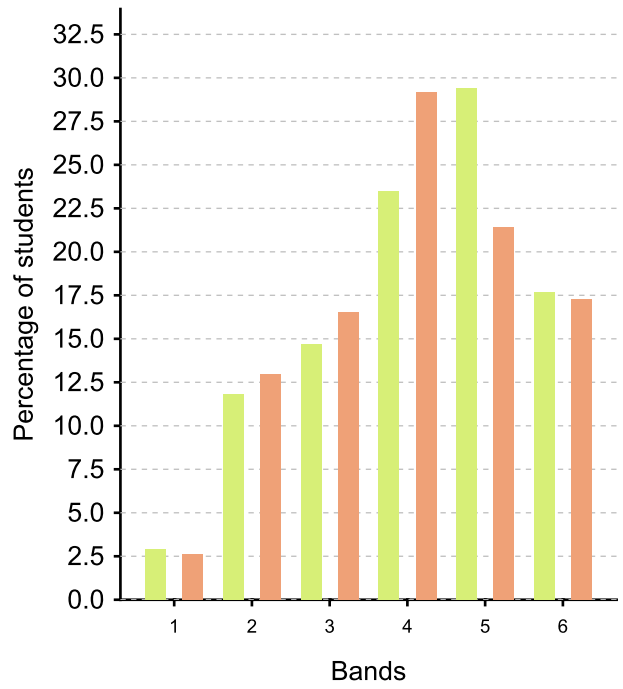
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, and 7 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.

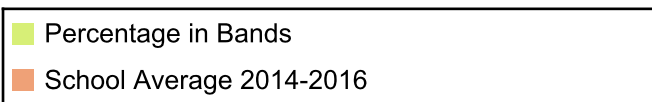
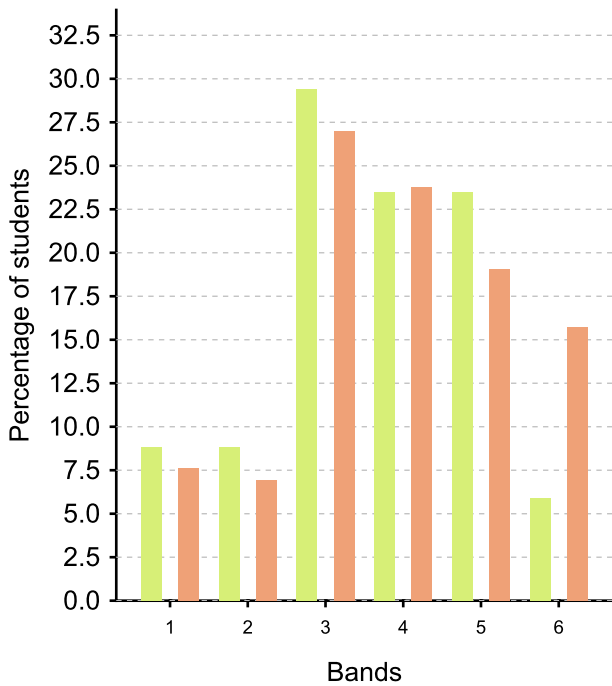
Percentage in bands:
Year 3 Grammar & Punctuation



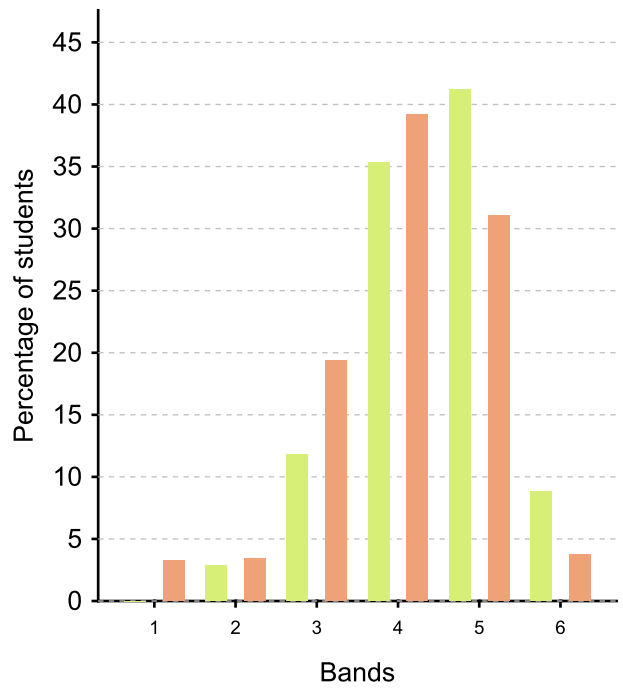
Percentage in bands:
Year 3 Spelling



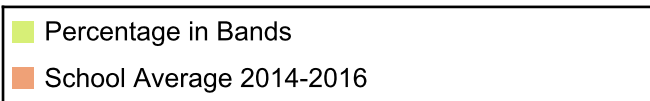
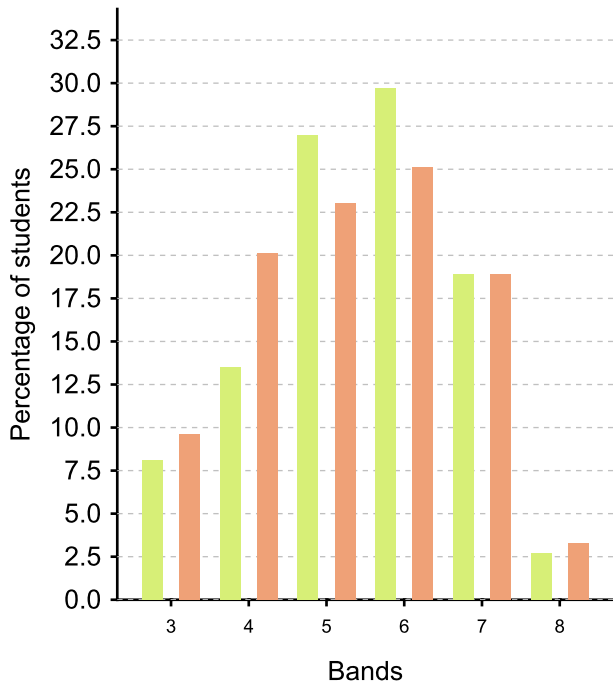
Percentage in bands:
Year 3 Reading



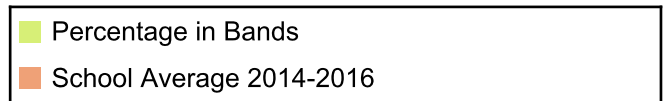
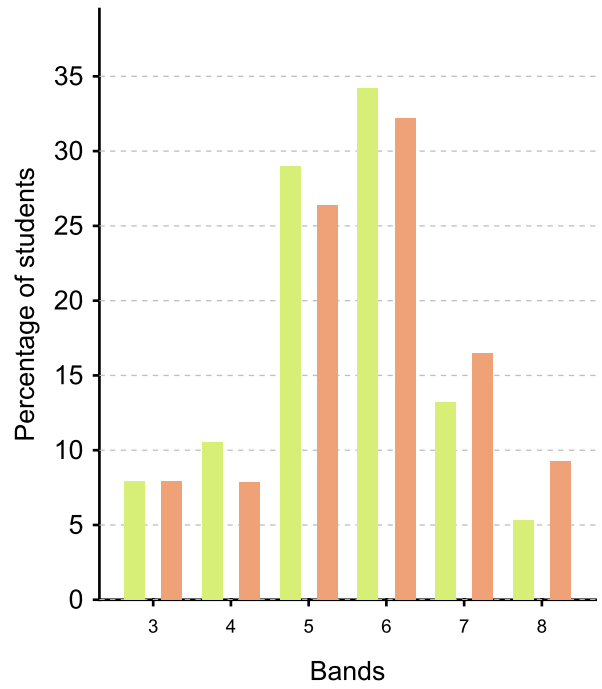
Percentage in bands:
Year 3 Writing



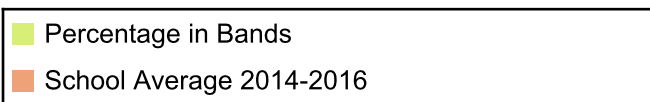
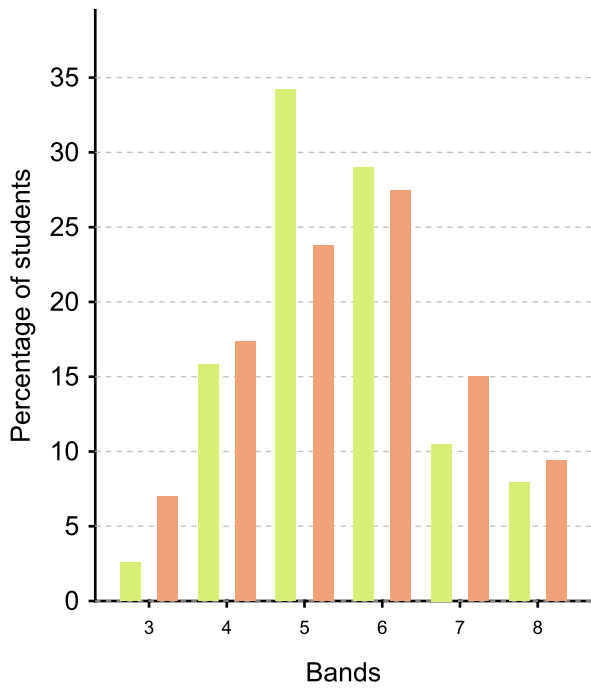
Percentage in bands:
Year 5 Reading



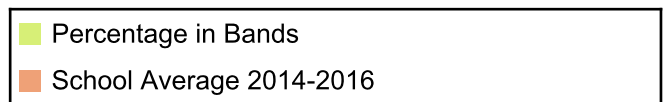
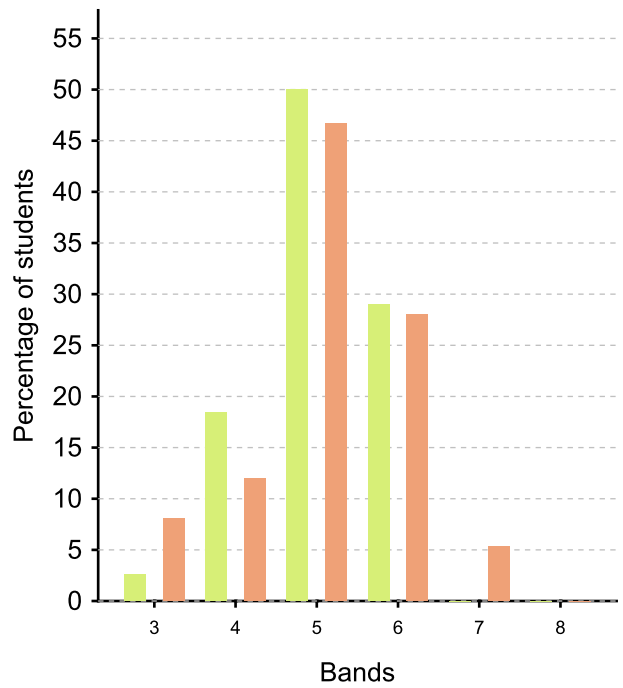
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Throughout 2016 we have made every effort to seek the opinions of all members of our school community.

Data gathered from parent interviews, P&C meetings, phone interviews, student meetings, sticky note surveys at teacher/parent interviews and the annual survey to parents indicated that all stakeholders in our school are very satisfied with the school and the staff of West Wyalong Public.

Parent responses indicated that they felt that their opinions and ideas were welcomed and respected. They felt comfortable approaching principal and staff to offer ideas and suggestions. They were pleased with the amount of encouragement they were given to participate in the school planning process. Parents indicated an appreciation of our caring and hard working staff and they acknowledged the extra hours and work they put into providing extra programs and activities for the students. Parent responses indicated that they were satisfied that the school was dedicated to improving students' learning outcomes and that their child's educational needs are being met. Parents commented on how well the classrooms are resourced and how much the school and the P&C have improved the play equipment and the school grounds in general.

Student responses indicated that they were happy to come to school and they believe it is a safe and friendly place to be. They are confident that the teachers are making their learning meaningful and interesting and the staff will support them if help is needed. Students feel that their teacher will help them if they have any concerns and that issues will be dealt with fairly. Student responses showed that most understand our anti-bullying program and the majority of students indicated that they were confident to report bullying if they witness or experience any inappropriate behaviour.

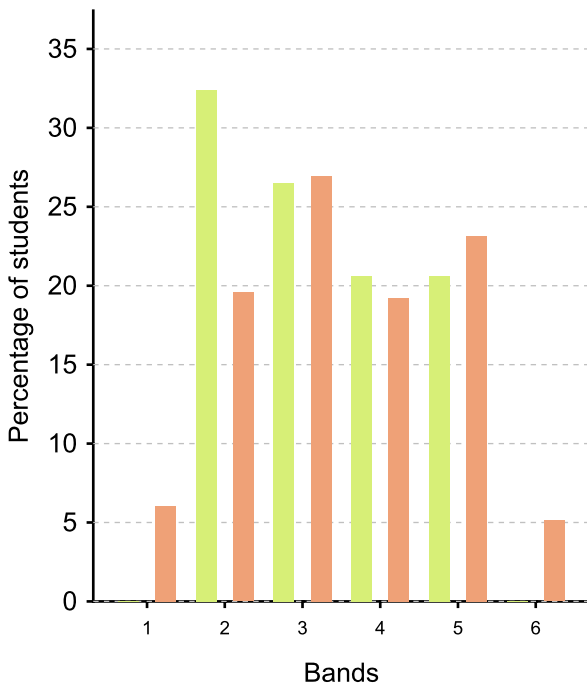
Staff surveys indicated that we have a very positive and productive work environment. They feel well supported and appreciate the school's willingness to provide professional learning and meet their professional needs. The staff recognise and respond to the school's high expectations of behaviour and achievement. They appreciate the ongoing commitment to improving classroom resources and playground facilities and feel that they have updated resources available to them and their students are well provided for. They acknowledged the hard work of the P&C body and appreciate the improvements that they have provided to the school environment.

Policy requirements

Aboriginal education

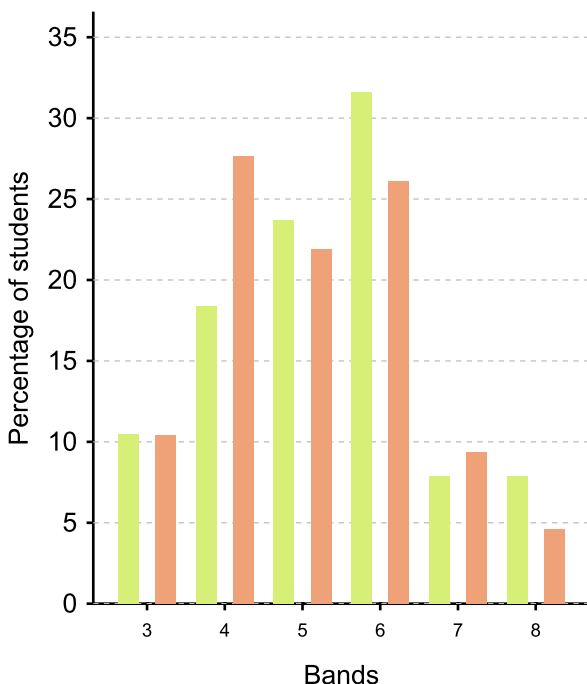
In 2016 West Wyalong Public School received Aboriginal background funding which allowed us to continue to promote Aboriginal awareness, education

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

and cultural understanding within the school community. The funding enabled us to provide an SLSO to work with the students who required extra support. The employment of an additional teacher each Friday in our senior classes to support the learning outcomes of our Aboriginal students has made a significant difference to students' learning and engagement. We have also provided the opportunity for our Aboriginal students to be involved in the gardening, chicken raising and cooking program which has improved the attendance rate and improved the behaviour of the students as they are engaged in hands on projects.

NAPLAN data has shown a strong improvement in the results of our Year 5–7 results including our Aboriginal students.

The whole school participates in dedicated learning experiences and celebrations for NAIDOC week and we recognise our Aboriginal students through the Proud and Deadly annual award presentation evening.

All students participate in lessons that are designed to educate them about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are embedded in learning programs and the Aboriginal community is invited to assist in classroom programs and school planning at every opportunity.



Multicultural and anti-racism education

We have a diverse range of cultures making up our school community due to employment opportunities with the gold mine. Parents and families from overseas are welcomed into our school and at every opportunity are invited to address the students about their culture and way of life. The school implements programs to ensure we are an inclusive and racist-free learning environment. The school celebrates its cultural diversity and we recognise and celebrate days such as Harmony day to reinforce the message that we all belong. Our teaching and learning programs ensure that culturally inclusive classrooms and school practices are embedded. Our programs reinforce understanding of culture, diversity and racism. All staff are trained in anti-racism procedures and we have a trained anti racism officer on staff.

Other school programs

Our school enjoys a very high participation rate in the Premier's Reading challenge. It is pleasing to see the increasing percentage of boys that are participating in this valuable reading program. We had seventeen students in year two complete the year three challenge by themselves which is a fantastic achievement. This year we had twenty six students awarded a gold certificate and three students in year six who made it to platinum status!

This year we enjoyed another very successful year in Sport. Once again we entered teams in the NSW PSSA Knockout competitions in rugby league, netball, tennis and boys and girls basketball. Our boys basketball team won the Western Region competition and went on to become second in the state. We had seventeen individual Western region representatives.

We entered teams in both the Mortimer and Trent Barrett Shield competitions, the boys playing rugby league and the girls playing league tag. The students played to the best of their ability and displayed great sportsmanship throughout the competition.

Students had the opportunity to participate in skill development activities in the sports of rugby league, AFL, netball and cricket.

The cross country, athletics and swimming carnivals all showed a high rate of participation and personal bests.

The winning house for 2016 was Brigden.

Every student participated in Music Count Us In.

Two students were members of the Regional choir.

Our students had the opportunity to participate in choir, vocal group, ukulele group, recorder and clarinet. Our choir was invited to sing at the carols by candlelight, Candy Stripe fair, Probus lunch, the Retirement Village and other community events.

Four students represented our school at the regional final of the Premier's Spelling Bee.