

# Wyee Public School

## Annual Report



2016



3522

## Introduction

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

Lyndal Coleman

Principal

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## School background

### School vision statement

To provide quality teaching and learning through an inclusive, challenging and balanced curriculum, where students develop as responsible global citizens who value lifelong learning.

### School context

Wyee Public School opened in 1879. It now has an enrolment of 213 students in 9 classes, including 31 Aboriginal students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area and the West Lake Macquarie Education Network. The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. The school continues to pride itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have also developed strong partnerships with the 5 partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance) and the Itji–Marru Aboriginal Education Consultative Group. Parents are engaged in their children's learning and actively participate in our range of school activities.

Our school delivers innovative literacy, numeracy, creative arts and ICT programs. We also ensure that students have access to a range of extra-curricular activities. Literacy programs include Language, Learning and Literacy (L3) in Kindergarten and Stage One, Focus on Reading for Year 3 to Year 6 and Minilit. Ongoing teacher professional learning ensures classroom practice is up to date and these programs are implemented effectively to improve student outcomes, including coding being introduced in all classrooms. Students started the Numeracy at Home program in 2014 and all K–2 staff were trained in Targeting Early Numeracy strategies (TEN) in 2015. Other school programs and opportunities include African drumming lessons K–6, GATS enrichment programs, our StarStruck dance group and our school band. Our sporting teams contest the NSWPSA State Knockout competition and many students have represented the school at a regional level in debating and public speaking. Social engagement programs are run by our LaST and structured play activities are available to all students during break times.



# 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.

In the domain of Learning, our efforts in 2016 were primarily focused on *curriculum and learning*, *wellbeing* and *assessment and reporting*. All staff effectively implemented all new syllabus documents into their teaching and learning programs differentiating curriculum delivery to meet the needs of individual students. Partnerships with parents were strengthened through attending meetings to develop personalised learning plans where needed and parent information sessions were run to raise awareness of programs that are taking place within our classrooms. Wellbeing remained a focus with all students K–6 striving to meet the expected goal each term to attend the term reward days, structured play activities were offered in all break times and we laid the foundations to becoming a PBL school in 2017. In order to provide regular updates to parents on their child's progress and how they can support their child to progress to the next level, a 'Wyee Wizard' feedback system was introduced across the school.

Our major focus in the domain of Teaching has been *data skills and use* while continuing to ensure our strengths remain in *effective classroom practice* and *collaborative practice*. Across the school, teachers have been required to teach, assess and provide data in 5 weekly cycles as a part of our Powerful Learning Accountable Teaching (PLAT) focus. The focus has then been on staff incorporating their data analysis in their planning for teaching. As a result of this refined practice across the school, staff are able to identify students in need more frequently and intervention has been provided to these students in order to support their learning needs. Professional dialogue, focussed on improving student outcomes, has remained a focus as staff have continued to work collaboratively to assess, analyse and share data as well as cooperatively plan for student needs utilising support available.

In the Leading domain, our priorities have been *school resources* and *school planning, implementation and reporting*. With the introduction of LMBR into our school, a focus on strategic financial management was essential and used to maximise resources available to implement the school plan. Staff teams continued to be utilised to oversee each Strategic Direction to monitor progress of our annual milestones, allocate resources according to the budget and ensure relevant professional learning was occurring in order to meet our goals.

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

Develop and foster teacher expertise to deliver high quality instruction.

### Purpose

To improve student learning outcomes through teaching and assessment practice based on Powerful Learning Accountable Teaching (PLAT) and develop literate and numerate students who can experience success as life-long learners.

### Overall summary of progress

Throughout 2016 ongoing professional learning for staff has ensured evidence based teaching practices are being implemented in the school. 5 weekly cycles of data collection has enabled identification of students requiring support and extension. Teaching programs are planned based on the needs of individual students in order to improve student learning outcomes for all students in all classes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Expected growth in Yr 5 and 7 NAPLAN literacy and numeracy to be at or above 50%.</li></ul>	2016 NAPLAN data shows 55.6% of Year 5 students achieved greater than or equal to expected growth in reading.  In Numeracy, 50% of Year 7 students achieved greater than or equal to expected growth.	Nil spent
<ul style="list-style-type: none"><li>100% of teachers trained in either L3, Focus on Reading, TEN and TOWN.</li></ul>	1 staff member completed the second year of L3 Kindergarten training.  1 staff member completed the first year of L3 Stage 1 training.  1 staff member was trained as a Phase 1 FoR trainer. All untrained 3–6 staff, LAST and some regular casual teachers completed Phase 1 FoR training.  TEN and TOWN training did not occur due to being unable to locate trainers for the programs.	\$7100  <b>Socio-economic Equity Loading and Beginning Teacher Funding</b>
<ul style="list-style-type: none"><li>All identified students have a PLSP to cater for individual needs</li></ul>	All students K–6 that have regular classroom adjustments made all have a Personalised Learning Support Plan. Plans were created in consultation with the class teacher, parent/carers and students. Plans were reviewed 5 weekly.	\$2400  <b>Socio-economic Equity Loading</b>

### Next Steps

- 100% of K–2 staff trained in L3
- 100% of 3–6 staff trained in Focus on Reading
- 100% of K–2 staff trained in TEN
- 100% of 3–6 staff complete Building Blocks for Numeracy professional learning

## Strategic Direction 2

Provide rich opportunities and experiences to develop confident and creative learners.

### Purpose

To cater for the interests and wellbeing of all children within and beyond the classroom to ensure they become successful, confident and creative citizens who can adapt to a changing society.

### Overall summary of progress

Throughout the year a vast range of opportunities were provided to our students K–6. Interested students were invited to participate in StarStruck, choir, debating, our school band, the environmental group and a range of sporting teams. All students K–6 received a term of African Drumming lessons and a term of Gymnastics lessons and participated in the whole school Public Speaking competition. All staff received professional learning on coding and as a result, coding was taught in all classrooms K–6. Parents and community members were invited to a range of parent information sessions highlighting the programs taught within our school and communication between home and school improved with increased use of the school Facebook page.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Increased student engagement and general wellbeing as evidenced by an increase in the social/emotional outcomes in the Tell Them From Me student survey.</li> </ul>	<p>A range of extracurricular activities are offered across the school to increase engagement in school programs such as choir, band and dance.</p> <p>Innovative classroom programs were introduced to increase students engagement in the classroom. such programs included African drumming, gymnastics and coding.</p> <p>2016 Tell Them From Me data showed:</p> <ul style="list-style-type: none"> <li>96% of students had a high rate of participation in sports.</li> <li>87% of students had a high sense of belonging.</li> <li>49% of students had a high rate of participation in extracurricular activities.</li> <li>82% of students felt they had positive relationships.</li> </ul>	<p><b>Socio-economic Equity Loading</b></p> <p>\$5000 – Band supplementation</p> <p>\$5000 – Drumming</p> <p>\$2000 – Coding Resources</p> <p>\$2350 – Reward Days</p> <p><b>Sporting Schools Grant</b></p> <p>Gymnastics \$3000</p>
<ul style="list-style-type: none"> <li>100% of Aboriginal students participate in a range of cultural awareness activities.</li> </ul>	<p>All students created PLPs in consultation with parents/caregivers, teachers and AECG representatives to identify goals for the year including cultural goals.</p> <p>During Semester 1 we employed an Aboriginal Community and Engagement Project Worker to coordinate cultural programs for our Aboriginal students. All students attended the sessions weekly.</p> <p>All Aboriginal students and 1 friend attended a cultural excursion during Term 4.</p>	<p><b>Aboriginal Equity Loading</b></p> <p>\$2400 – PLP meetings (teacher release)</p> <p>\$10000 – Aboriginal Community and Engagement Project Worker</p> <p>\$1000 – Excursion costs</p>
<ul style="list-style-type: none"> <li>Structured activities are offered to students 5 days a week during lunch time play.</li> </ul>	<p>Each lunch a range of structured play activities are provided to students. Activities include jumbo Connect 4, romper stompers and board games.</p> <p>Each lunch time a staff member runs a structured sport game such as cricket, soccer or netball providing all students the opportunity to play a game under direct supervision and refereeing of a</p>	<p><b>Socio-economic Equity Loading</b></p> <p>\$1000 – Structured Play equipment</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Structured activities are offered to students 5 days a week during lunch time play.</li></ul>	staff member.	

## Next Steps

- Introduce PBL across the whole school and community
- Provide mindfulness and wellbeing lessons for all students K–6
- Continue to offer a range of extra curricular opportunities eg dance K–6
- Re-establish cultural programs for our Aboriginal students





### Strategic Direction 3

Foster the development of sustainable, innovative and collegial practices across Western Shores Learning Alliance.

### Purpose

For the advancement of educational, social, cultural and emotional outcomes for all of our students, through innovative educational programs to build stronger relationships within WSLA by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

### Overall summary of progress

The WSLA Aboriginal Education team has been formed working together with the AECG. Education Week celebrations included a static display of student work in Morisset Square and an awards ceremony to recognise the work of students, staff and school community members. An inaugural Showcase evening was held at Morisset HS. Combined professional learning meetings were held to meet the needs of staff and to introduce PBL to all schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• All WSLA schools have a representative on the Aboriginal Education Team	All 7 schools have representatives on the Aboriginal Education team working alongside AECG reps. The team has met each term, including two full days of professional learning on Aboriginal Education.	2 x Casual Days to release staff = \$800  <b>Aboriginal Equity loading</b>
• All WSLA Yr6 and 7 Aboriginal students have a PLP on MGoals	100% of Year 6 students in all WSLA primary schools have their PLPs on MGoals.	Release of staff to hold PLP meetings twice a year with parents and AECG reps = \$2400  <b>Aboriginal Equity loading</b>
• To increase one level of achievement on the Middle Years (5–9) Transition matrix in Wellbeing and Pedagogy Focus	The WSLA schools are currently working within Level 4 for Pedagogy which is an increase from Level 3 in 2015 (Level 1 in 2013). Stage 3 & 4 teachers collaborated to develop and implement a unit of work for writing developing student skills in constructing an effective paragraph using the TXXXC scaffold taught in Stage 4 at Morisset HS. Differentiated and personalised learning is evident across all WSLA schools. During 2016 we have consolidated practices within Level 4 of Wellbeing. One initiative was executive from all schools worked collaboratively on a wellbeing initiative aimed at using the new wellbeing policy to identify areas for improvement.	Release of teachers to write unit of work = \$800  <b>Socio – economic equity loading</b>

### Next Steps

- Increase WSLA parent's awareness and consultation.
- WSLA Aboriginal Education Team to implement programs across the school in three focus areas of transition, culture and professional learning.
- Investigate combining the Education Week awards assembly and the Showcase evening with performances from all the WSLA schools
- Expand our combined WSLA professional learning to include SASS and Support staff
- Introduce PBL across all WSLA schools with 3 common expectations.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have personalised learning plans (PLPs) developed in consultation with the AECG, parents, students and teachers.</p> <p>Aboriginal Community Engagement and Project Worker employed in Semester 1 to build relationships with Aboriginal students and run cultural programs.</p> <p>NAIDOC Week celebrations including a performance from our Aboriginal students and the high school boys didgeridoo group.</p> <p>WSLA Aboriginal Education Team formed to strengthen Aboriginal Education across the community of schools and the transition to high school.</p> <p>Cultural excursion for all Aboriginal students plus one friend during Term 4 to build knowledge and awareness of culture in all students and a sense of pride in the Aboriginal students.</p>	<p>Employment of Aboriginal Community Engagement and Project Worker = \$10000</p> <p>PLP meetings (teacher release) = \$2400</p> <p>Professional Learning = \$2000</p> <p>Excursion = \$1000</p> <p>Aboriginal Education Staff Member Teacher Relief – \$800</p>
<b>Low level adjustment for disability</b>	<p>Employment of LaST 0.1 to ensure LaST support 5 days a week.</p> <p>Employment of SLSO 5 days a week to support funded children and support all students requiring Tier 2 and Tier 3 intervention.</p>	\$112572
<b>Socio-economic background</b>	<p>2 staff were trained in L3, one completing their 2nd year. We now have 4 staff trained in L3.</p> <p>All 3–6 Staff now trained in Focus on Reading including one staff member trained as a Phase 1 FoR trainer.</p> <p>Speech Pathology was provided by Northcott to identified students across the school based on assessment of needs by the Speech Pathologist.</p> <p>African drumming lessons provided K–6.</p> <p>Strengthening of the school band in its second year. The band entered into the Newcastle Bandfest competition.</p> <p>Purchase of coding resources to strengthen ICT across the school.</p> <p>Teacher relief to collaboratively plan and to implement lesson study observations and support Performance and Development Plans.</p>	<p>TPL L3 and FoR = \$7100</p> <p>Speech Pathology = \$24000</p> <p>African Drumming = \$5000</p> <p>Band subsidy = \$5000</p> <p>Coding Resources = \$2000</p> <p>Teacher Relief Planning and Observations = \$4000</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	89	98	101	98
Girls	114	110	119	111

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	96.7	95.6	94.7
1	94.9	95.4	96.3	93.7
2	94.3	94.9	96	94.3
3	96.1	93.7	94.6	94
4	95.5	95.7	91	92.6
5	94.8	91.6	94.7	90.6
6	95.6	94.5	94	95
All Years	95.4	94.7	94.6	93.4
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.78
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	2.42
Other Positions	0.08

\*Full Time Equivalent

There are currently no identified Aboriginal staff members employed at Wyee Public School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	79
Postgraduate degree	21

### Professional learning and teacher accreditation

Staff undertook a range of professional learning during 2016 including L3, Focus on Reading, Coding, Phonics and an Introduction to PBL as outlined earlier in this report. Further staff professional learning occurred around key accountabilities for staff such as creating personalised learning plans, PLAT, School Excellence Framework and the Performance and Development Framework. All staff participated in a number of Staff Development Days with a range of focuses including compliance training around code of conduct, child protection, CPR and anaphylaxis. Further focuses were on staff wellbeing and school self assessment and progress monitoring.

In 2016 we had 2 teachers in the process of gaining accreditation at the Proficient stage and 2 teachers maintaining accreditation at Proficient. All other permanent staff are Proficient.



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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

Income	\$
<b>Balance brought forward</b>	<b>235 883.31</b>
Global funds	71 209.37
Tied funds	139 940.31
School & community sources	32 838.51
Interest	3 694.54
Trust receipts	4 781.15
Canteen	0.00
Total income	488 347.19
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	24 624.98
Excursions	1 695.29
Extracurricular dissections	19 322.31
Library	1 904.06
Training & development	0.00
Tied funds	118 514.38
Short term relief	14 622.04
Administration & office	23 250.62
School-operated canteen	0.00
Utilities	12 927.58
Maintenance	8 711.37
Trust accounts	13 336.26
Capital programs	0.00
Total expenditure	238 908.89
<b>Balance carried forward</b>	<b>249 438.30</b>

The information provided in the financial summary includes reporting from 14 June 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	493 959.39
(2a) Appropriation	447 431.92
(2b) Sale of Goods and Services	7 263.66
(2c) Grants and Contributions	38 615.56
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	648.25
<b>Expenses</b>	-272 746.19
Recurrent Expenses	-272 746.19
(3a) Employee Related	-130 169.69
(3b) Operating Expenses	-142 576.50
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	221 213.20
<b>Balance Carried Forward</b>	221 213.20

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The balance carried forward includes \$25000 unpaid casual salaries from 2016 and \$15000 in outstanding invoices for 2016.

Funds have also been put aside for the following expenditures set to occur during 2017:

- Air conditioner replacement order in 2016 to be completed early 2017 (\$10000)
- SmartBoard replacement in near future due to age of SmartBoards (\$50000)
- PBL Signage and Professional Learning as a new PBL school in 2017 (\$15000)
- Admin upgrade due to growing school and additional staff, need for more storage and efficient work spaces (\$30000)

## Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 584 298.40
Base Per Capita	11 894.70
Base Location	0.00
Other Base	1 572 403.70
<b>Equity Total</b>	243 614.10
Equity Aboriginal	20 837.70
Equity Socio economic	110 504.60
Equity Language	0.00
Equity Disability	112 271.79
<b>Targeted Total</b>	49 420.01
<b>Other Total</b>	112 989.55
<b>Grand Total</b>	1 990 322.06

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

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. 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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

In 2016, 40% of Year 3 students were in the top 2 bands for reading and 11.5% were in top 2 bands for

Numeracy.

14.2% of Year 5 students were in the top 2 bands for reading and 3.7% were in the top 2 bands for Numeracy.



### Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey.

Parents were asked to respond to a range of statements from strongly agree to strongly disagree. These responses were then converted to a score out of 10 as demonstrated in brackets. When being asked about whether they felt welcome at Wyee Public School the response was overwhelmingly positive with all respondents feeling they can easily speak to their child's teacher (10), that the teacher listens to concerns they have (9.1) and that written information is clear and in plain language (8.9).

87% of students surveyed in Years 4–6 had a high sense of belonging and 96% stated they value school outcomes. 82% of students had positive relationships and 76% said they were interested and motivated. Positive teacher–student relations were rated 8.5 out of 10 where the Government norm for these years is 8.4.

Teachers overwhelmingly stated that school leaders support them during stressful times, provide guidance to monitor student behaviour and work together to create a safe and orderly school environment. Teachers strongly felt they collaborate together and talk with other teachers about strategies that increase student engagement.

# Policy requirements

## Aboriginal education

Aboriginal perspectives are part of all teaching and learning programs in all classrooms and across all KLA's. Teaching programs are developed in consultation with the AECG to ensure accurate content and that local perspectives are incorporated.

The spending of our allocated Aboriginal Equity funding has been outlined previously in this report. Some of the key highlights of our Aboriginal Education programs for 2016 were:

- Employment of an Aboriginal Community and Engagement Project Worker to engage students in cultural programs
- Development of PLPs for all students in consultation with their parents/carers and members of the AECG with all Stage 3 students PLPs being uploaded to MGoals
- NAIDOC celebrations involved all students K–6, parents and community members and students from the local high school
- Forming of an Aboriginal Education team across the community of schools
- Students receiving additional support or extension from our LaST based on individual needs
- Cultural excursion for all Aboriginal students and one friend

To conclude the year and to assist in planning for 2017, a Yarn Up was held for our Aboriginal parents and community members to come along and share their ideas and vision for the school for 2017 and beyond.

## Multicultural and anti-racism education

This year we again held Harmony Day celebrations which built on the success of previous years. Activities were run in all classrooms promoting tolerance, cooperation and respect around the theme that 'Everyone Belongs'. Students were divided into groups and rotated around the activities with one activity culminating in a display for our front foyer.

During Term 2 all students participated in African drumming lessons each week allowing all students K–6 to become immersed in cultural music activities. At the end of the lessons, a performance was held for our community to showcase the newfound skills.

Across the school Multicultural perspectives are a focus in teaching and learning programs in all KLAs developing the knowledge, skills and attitudes to prepare our students for a culturally diverse society.

An anti-bullying committee was formed during Term 3 with parents and staff working together to collaboratively develop the anti-bullying plan incorporating anti-racism.