

Wyong Public School Annual Report



2016



3527

Introduction

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

Mr Todd Miladinovic

Principal

School contact details

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4352 2077

School background

School vision statement

Wyong Public School is committed to delivering high quality teaching and learning programs which provide 21st Century learners the opportunity to reach their full potential. Our school promotes student engagement, active citizenship, resilience, self-esteem and students who are supported in their pursuit for excellence.

School context

Wyong P.S. is a school with students representing a wide range of social-economic backgrounds. Wyong has approximately 502 students (including 17% ATSI and 70% Anglo-Saxon). The school has 20 classes which includes two Opportunity Classes. (OC) The school caters for a wide range of needs and learning abilities. Most classes are formed into Grade / Stage groups to maximise student learning, and we extend our capable students through the availability of two enrichment classes, called Yearning for Learning. The school has a fulltime librarian, 3 LAST teachers, English as an additional dialect teacher, school counsellor, a fulltime Aboriginal Educational Officer (and member of local AECG) and several fulltime and temporary school learning support officers; along with three para-professional staff in business, and community and student engagement.

Wyong P.S. is a Positive Behaviour for Learning school and a motto of 'Personal Best' promoting strong wellbeing programs that highlight the positive behaviour of students within the school. Our school promotes Respect, Responsibility and Excellence. Other programs include GATS, Multi-lit, BYOD, TENs (maths), Accelerated Literacy and a range of technologies to support student learning and teaching.

The school welcomes the community through events and ceremonies that highlight and encourage the positive and outstanding achievements of the students and the wider community.

Students are encouraged to participate in extra curricula programs covering the areas of: academia, sport, creative arts, cultural, technology, public speaking, debating, tournament of the minds, chess, GATS and student leadership to equip them with the knowledge and skills to meet the challenges of a modern and technological society. Our school is part of the local Wyong learning community and meets each term to discuss teaching and learning and opportunities for our school groups.

We have an Out of school hours service operating (Camp Australia) and also have a School as Community Centre within the school that provide various services to our students and parent community. Our P and C meet twice per term and are active in supporting the school and students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

In September of 2016 our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning – In the domain of Learning the school's self assessment is consistent with the evidence presented and is validated using the SEF –sustaining and growing.

Teaching – In the domain of Teaching the school's self assessment is consistent with the evidence presented and is validated using the SEF – sustaining and growing.

Leading – In the domain of Leading the school's self assessment is consistent with the evidence presented and is validated using the SEF –delivering.

Our self-assessment and the external validation 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

STRATEGIC DIRECTION 1 challenging, engaging and relevant 21st century curriculum

Purpose

To create a quality learning environment where students strive for high achievement through positive engagement. Students will develop effective oral and written communication, curiosity and imagination, initiative and entrepreneurialism, critical thinking and problem solving, agility and adaptability. Students will effectively access and analyse information and collaborate across networks and lead by influence.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>NAPLAN (all students) data shows an increase in expected growth in reading, writing and numeracy when measured as an average across each last three year period.</p> <p>PLAN data indicating students working towards or at and above expected levels.</p> <p>Staff members develop a PDP with identified professional goals and evidence of achievement.</p> <p>Increase in student satisfaction surveys.</p>	<p>Good growth in writing NAPLAN</p> <p>All PDP's completed</p>	

Next Steps

Strategic Direction 2

STRATEGIC DIRECTION 2 build and implement student welfare programs which cater for the varied needs of our students and promote excellence.

Purpose

To foster a safe, nurturing and supportive school environment where students can develop socially, emotionally and intellectually. Students will be provided with opportunities to develop their leadership skills, social responsibility, resilience, confidence and self-esteem through a range of student welfare initiatives to promote excellence.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Staff and student knowledge of PBL tools. Community's knowledge of the school's rules, motto and PBL expectations strategic directions. Students attending end of term reward days. (TTFM) Tell Them From Me and Quality of Life Surveys</i>	PBL policy completed and lessons conducted throughout each school week. Reward days at the end of each term are successfully attended and good feedback for 2017 reward days and the structure of them.	

Next Steps

Strategic Direction 3

STRATEGIC DIRECTION 3 provide strong and meaningful partnerships with community members to enhance student learning and well-being.

Purpose

To further develop and enhance partnerships between the school and the wider community. This is offered through formal and informal opportunities to build the skills of parents and provide relevant opportunities to engage. The focus is on encouraging and promoting participation, recognition, quality and timely feedback and evaluation between students, staff, parents, carers and the wider community.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Evidence that the schools partnerships with the community are being successfully implemented, resourced strongly and the programs embedded in the school culture.</i> <i>Consistent high levels of student engagement, learning and well-being as a result of meaningful, relevant and quality community partnerships and consultation as measured from school evaluations and participation.</i>	Partnerships are offered with the school, and some meaningful partnerships have occurred (class lessons, informal programs and PLP attendance). More meaningful structures will be offered to build strong educational initiatives in the school. Student attendance has been good, and strong measures are in place to promote and monitor. The school had developed some very strong community partnerships including Brian Hilton Toyota (student awards); IGA donations towards school resources, University of Newcastle programs (passport program, reading and science programs) and LJ Hooker Home Reading program from 2017. The school will aim to embed these into the school and continue to remain strong partners with these local businesses.	

Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Staff have been employed to directly assist students in literacy and numeracy and various cultural programs across the school and area. The AEO works in most classrooms to support students and be a direct liaison between school and home, besides leading various Aboriginal cultural programs and ceremonies. Review process for 2017; and planned cultural activities and resources.	\$79900
English language proficiency	Our dedicated teacher works with identified EALD students in various literacy and numeracy programs to support their learning at school. Information collected; AP's to monitor.	\$24000
Low level adjustment for disability	Transition for 2017 organised and parents updated; staff of new students to meet with current teachers re: student needs. Staff have opportunities to work with executive staff in direct classroom instruction; student welfare; modelling of lessons and feedback; along with planning of lessons and assessment strategies. Increased staff for the support of finance / LMBR / technology assistance and resource management.	\$235000
Quality Teaching, Successful Students (QTSS)	Executive staff able to lead, coach and team teach with staff; and model lessons in quality teaching and learning and assessment. Discussion and feedback	\$26000
Socio-economic background	A dedicated music teacher has been employed to teach all classes and also provide direction to students in groups and also lead various musical productions. Review PBL policy and achievements; student updates for 2017; classes and HS transition.	\$61000
Support for beginning teachers	Mentoring opportunities with staff and executive Feedback provided; discussion surrounding effectiveness of program	\$39000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	231	259	252	253
Girls	203	250	242	221

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	93.1	93.6	93.1
1	95	93.9	91.4	95.2
2	93.6	92.4	93.5	91.9
3	94.5	92.9	92.4	91.6
4	92.8	93.7	92.2	93.6
5	92	94.5	94.1	93.3
6	93.1	91.3	94	93.4
All Years	93.6	93.1	93.1	93.2
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)	4
Classroom Teacher(s)	15.56
Teacher of Reading Recovery	0.92
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Administration & Support Staff	3.78
Other Positions	0.78

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

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	15

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	386 242.77
Revenue	4 125 882.27
(2a) Appropriation	3 909 927.78
(2b) Sale of Goods and Services	8 563.17
(2c) Grants and Contributions	203 842.57
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 548.75
Expenses	-4 247 322.21
Recurrent Expenses	-4 247 322.21
(3a) Employee Related	-3 767 735.51
(3b) Operating Expenses	-479 586.70
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-121 439.94
Balance Carried Forward	264 802.83

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 864 226.60
Base Per Capita	26 354.32
Base Location	0.00
Other Base	2 837 872.27
Equity Total	636 647.85
Equity Aboriginal	84 768.58
Equity Socio economic	296 906.34
Equity Language	24 145.42
Equity Disability	230 827.50
Targeted Total	141 771.05
Other Total	182 456.89
Grand Total	3 825 102.39

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Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	386 242.77
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School performance

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

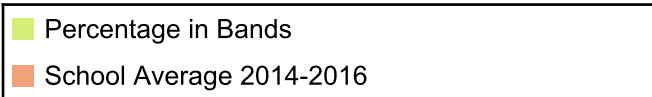
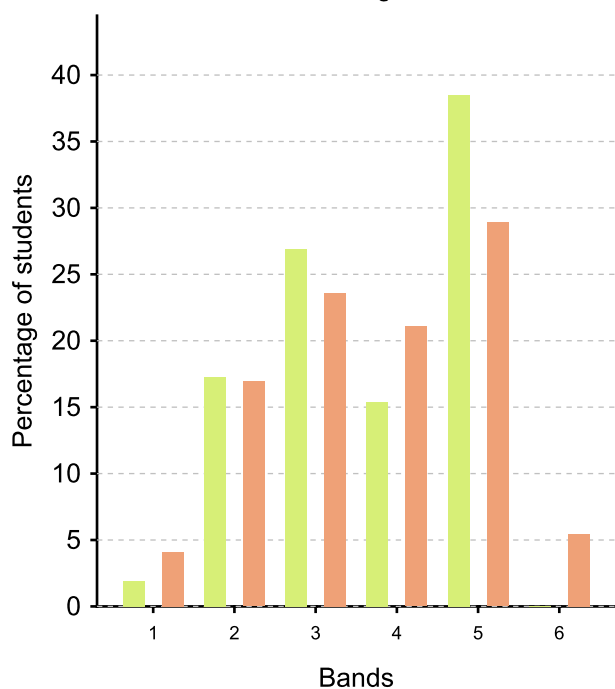
NAPLAN

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.

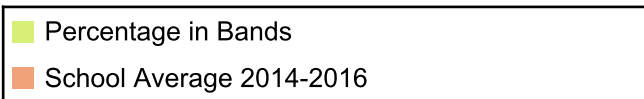
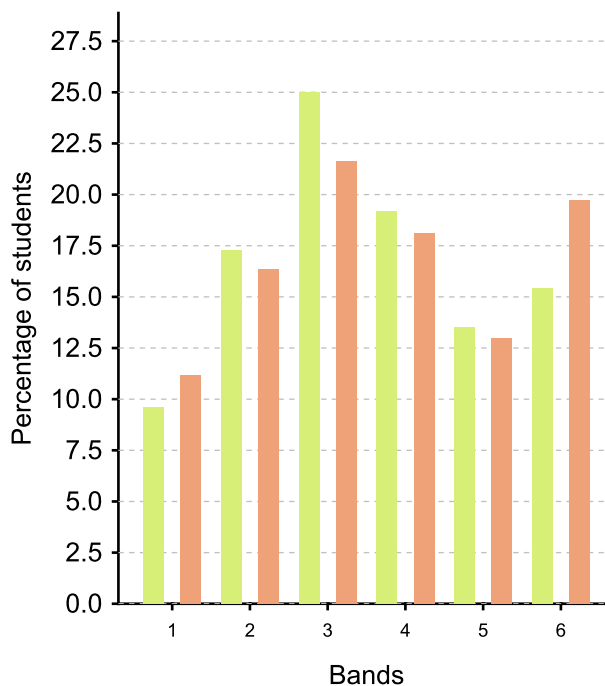
<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

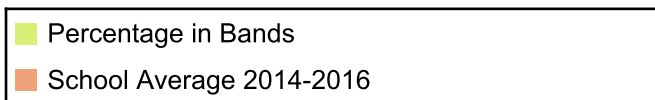
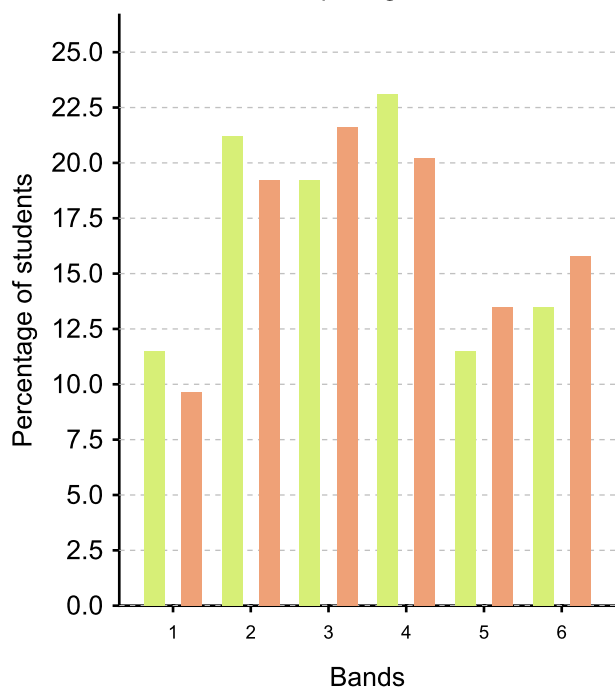
Percentage in bands:
Year 3 Writing



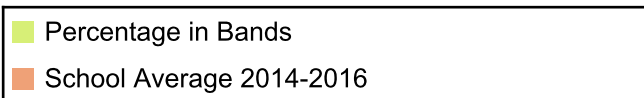
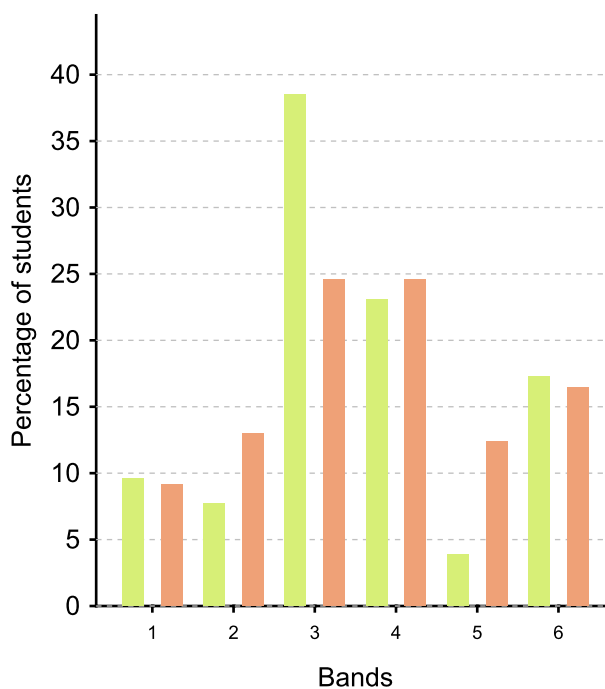
Percentage in bands:
Year 3 Reading



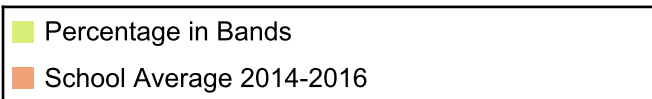
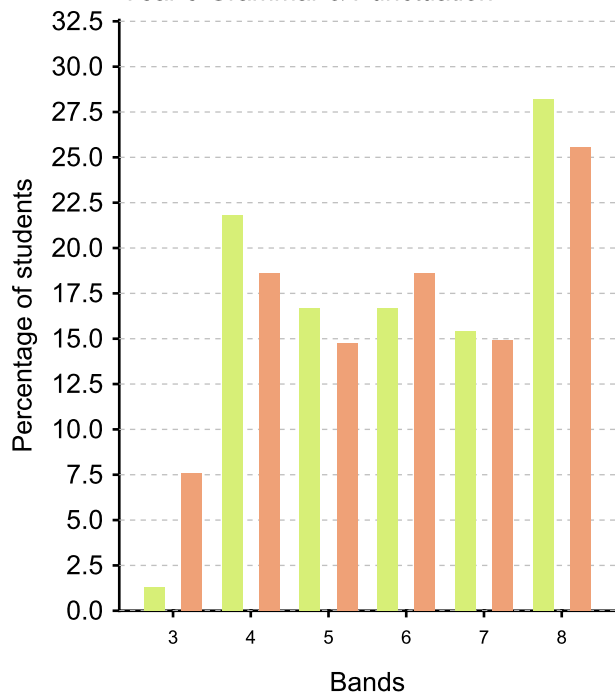
Percentage in bands:
Year 3 Spelling



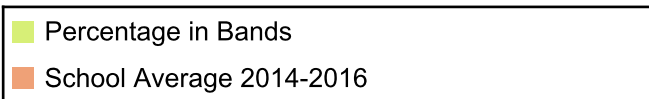
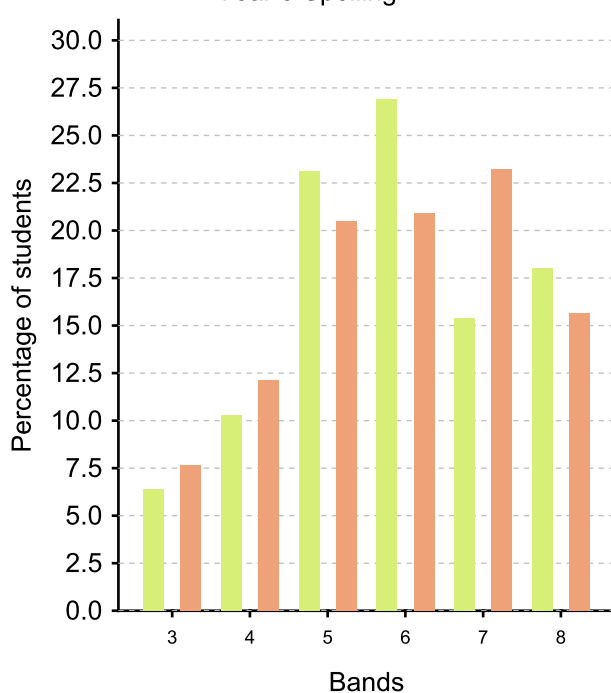
Percentage in bands:
Year 3 Grammar & Punctuation



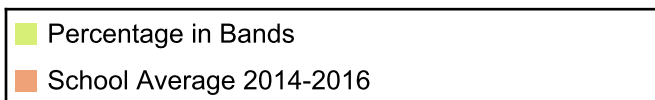
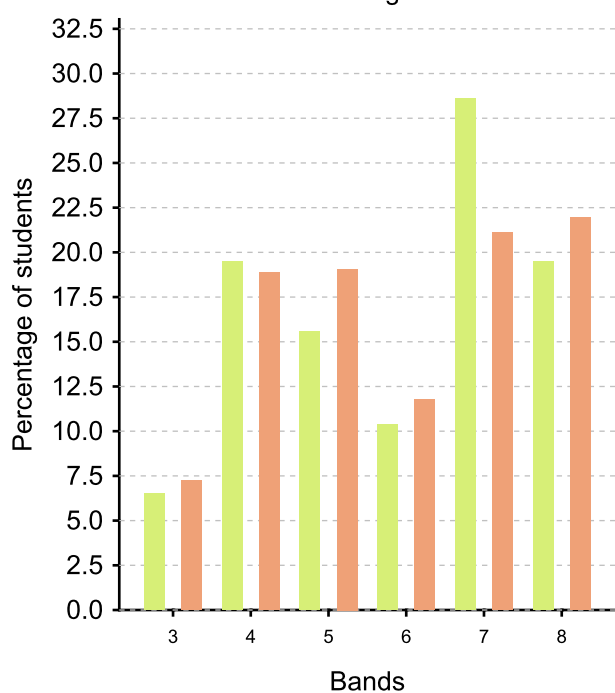
Percentage in bands:
Year 5 Grammar & Punctuation



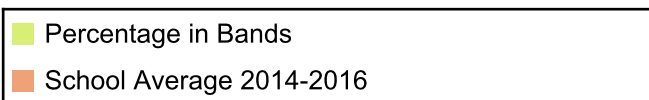
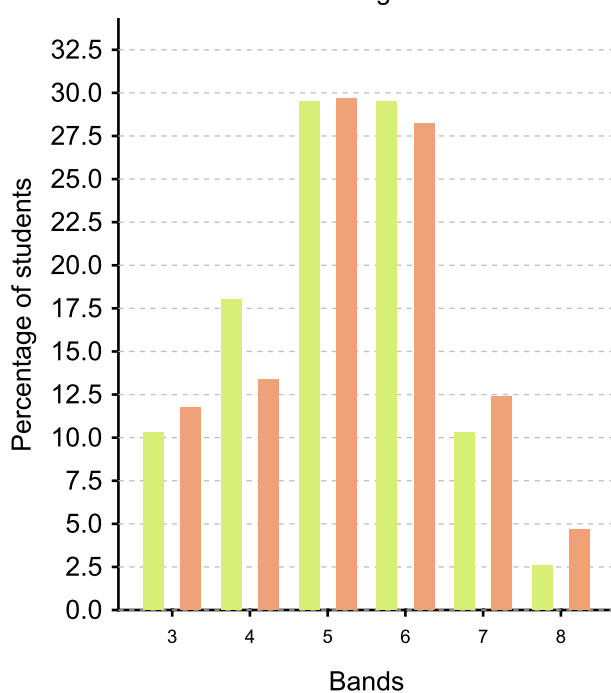
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to

refer readers to the My School website:

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.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Staff, students and parents had the opportunities to complete various TTFM and short questionnaires from school. The results indicated the school will look at community engagement in 2017, with a focus on parental involvement in school, along with the dissemination of school information. The school already utilises the various applications for smart / android devices; Instagram, twitter, school hard copy newsletters and school website.

The introduction of the EAF's program will allow the school to engage with the community on a curriculum level to promote, share and build the profile of the schools strategies in English and Maths from K–2. Key initiatives include the Focus on Reading program for years 3–6; Targeting Early Numeracy (TENS) in K–2 and L3 in Kindergarten. The school executive and Instructional leader will all lead these programs across the school.

Policy requirements

Aboriginal education

- The school Management Plan incorporates Aboriginal Education as a priority area within the Inclusive School Community Plan. A high level of commitment is upheld in improving academic performance for Targeted Aboriginal students by providing programs such as Multilit, Reading Recovery, Norta Norta and the First Spelling Program. All students have Personalised Learning Pathways developed in partnership with the students and their families. Wyong Public School has a Partnership Agreement with Ngara Aboriginal Education Consultative Group. Terry Hayek was employed as a Norta Norta Tutor and Aboriginal Education Worker from Term 2 to Term 4. Aboriginal parents and Elders volunteer in the classrooms and Aboriginal Cultural Days. All students have access to the Koori Choir,

Aboriginal Education Room Artefacts and Didgeridoo Group. In 2016 Ngara AECG schools Choir was established Wyong Public School K–6 students attended rehearsals and performed in the community. A Stage 2 student was successful in the NAISDA Dance Group auditions at Kariong. K–6 students accessed the Central Coast Aboriginal Bike and Safety Program in Partnership with Ngara AECG Stage 3 students participated in the Take 3 Green Sea Turtle Project. NAISDA Mid-Year Show and Dance Workshop Stage 2 and Stage 3 students participated in this Program at Wyong Art House. Wyong Public School has Partnerships with Bungree Aboriginal Association, The Benevolent Society Transition Programs, Gudjagang Ngara Li-dhi, Ngara AECG, Yerin Aboriginal Medical Health Centre, Yarran, Bura Barang Corporation, Darkinjung LALC and Nunyara Aboriginal Health Unit. Wyong Public School Acknowledged and celebrated with whole school assemblies for National Apology Day, Sorry Day, Reconciliation Week, NAIDOC Week and National Aboriginal & Torres Strait Islander Children's Day Teacher's accessed resources supported by the Aboriginal Education Officer. Wyong Public School had 2 Teachers attend Professional Learning Programs with Central Coast Regional AECG Connecting to Country and DoE Personalised Learning Pathways. Wyong Learning Community Aboriginal and Torres Strait Islander Action Plan for Stage 3 Transitions. The program was held with Aboriginal Dance, Culture, Leadership and Mentoring. The students performed at the Ngara Assembly of Excellence. Wyong Public School students were represented in Leadership Roles, Parliamentarian and Minister for Aboriginal Affairs. The Didgeridoo Groups, Junior and Senior Dance Groups, Aboriginal Dance Group, Aboriginal Song in Language, School Choirs, Koori Choir, Ngara Choir, Representative Sport Teams, School Strings, School Band, the Newcastle University Program, the Opportunity Classes and Selective High Schools. The Ngara AECG Assembly of Excellence Wyong Public School students performed in the Wyong Local Management Group Aboriginal Dance Group, Ngara Choir, Stage 3 students sang the National Anthem. Stage 2 and 3 students Strings performed and 4 students receive awards. Wyong Public School students accessed Aboriginal Programs with Brett Parker, NAISDA, Bara Barang, Bungree Aboriginal Association, Yerin Eleanor Duncan Aboriginal Medical Health Centre, and Aboriginal Language Outreach Program. Aboriginal Education and Cultural Performance was held for all K–6 students by Troy Allen 'Wadjiny'. Two Stage 3 students performed at the Wyong Family History Group Commemorative Anzac Event.

Multicultural and anti-racism education

In 2016 Wyong Public School employed practices to ensure departmental policy was followed. Teaching

programs included various Australian cultures and maintained a strong focus on developing understandings of differences by explicitly teaching about the many facets of what makes us Australian. Programs were differentiated to meet the needs of our students. The school has two Anti-Racism Contact Officers (ARCOs) with current training. All staff are aware of the appropriate procedure to respond to any incident of racism in the school. Parents and students of various nationalities shared their culture and experiences with all students and staff in a brief morning assembly and class programs continue to teach the variety of programs in the syllabus documents that incorporates this wonderful culture of Australia.

Students and staff were supported for 1.5 days per week by an 'English as an Additional Language or Dialect' (EAL/D) teacher. This was from a combination of English Language Proficiency and New Arrival Program funding. The EAL/D teacher is member of the Central Coast EAL/D Network that meets regularly to discuss policies and procedures in Multicultural Education. The number of EAL/D students at our school continued to grow. Approximately 16% of the students at Wyong Public School had a language background other than English, with a total of 32 different languages identified. EAL/D students received support in the classroom and/or individual support. This allowed the students to be able to use English to access the curriculum in their classrooms. Multicultural aspects continue to be taught across the curriculum and the school celebrates significant days and events.