

Wyong Creek Public School Annual Report

Wyong Creek Public School 2016



Wisdom in Learning - Freedom in Spirit

2016



3528

Introduction

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

David Ireland

Principal

School contact details

Wyong Creek Public School

583 Yarramalong Road

Wyong Creek, 2259

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

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

4352 1583

School background

School vision statement

At Wyong Creek Public School our vision is to create confident and respectful citizens who possess a love of learning which enables them to contribute to the community in constructive and positive ways. Our dedicated staff provides a safe, inclusive and dynamic environment that develops each child's confidence while aspiring for academic success. This is incorporated with a high emphasis on developing social and emotional skills.

School context

Wyong Creek Public School is located on the banks of Wyong Creek within 10 kilometres of Wyong town centre. It is surrounded by both farmland and bushland. The school prides itself on providing a quality education for all students and specialises in implementing well developed sport, technology and creative arts programs, as well as placing a strong emphasis on social and emotional learning.

Wyong Creek School is a small school of 74 students who are grouped into three multi-grade classes allowing us to meet the needs of individual students. Our students are cooperative and motivated learners. They are active, responsible and caring members of the community.

The majority of families live in a rural setting in the Yarramalong Valley. The school community is positive and inclusive. The school has a rich history and benefits greatly from its strong ties with the local community. The school is staffed by a dedicated team of teachers and support personnel who work together to provide relevant, engaging and challenging learning programs for our students.

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, we have continued to maintain strong links within the Wyong LMG which has linked students, carers and staff in a positive partnership for learning. Students have been explicitly taught respect, responsibility and excellence in all school settings, embedded both at school and in the community through the implementation of the You Can Do It! program. In addition to a commitment to highly collaborative planning, an emphasis on effective differentiation and innovative personalised learning has contributed to a strong ability to cater for the needs of students in cross-stage composite classes. The use of technology through the introduction of a Bring Your Own Device (BYOD) class has provided 21st Century learning options and promoted discussion about future frameworks for technological learning. Learning support has been extensive in both literacy and numeracy with exceptional gains from students in the early years. RAM funding for Aboriginal and Torres Strait Islander students enabled additional reading instruction sessions to take place with learning support staff, allowing better preparation for the transition to high school.

In the Teaching domain, the Wyong Creek staff have continued to deliver collaboratively developed, quality teaching and learning programs, which are regularly evaluated to determine student learning progress. This has laid a platform for the development of more streamlined data collection and assessment. Commonalities in NAPLAN result data was analysed by local LMG schools and representatives from our school actively contributed to the planning of strategic areas for improvement in 2016 and beyond. The 2015 implementation of the Performance and Development Framework (PDF) for all teaching staff has resulted in teachers setting professional goals, linking these to state, school and individual priorities through their Performance and Development Plans (PDP). This process involved goal setting, planning the professional learning required for success, collecting and collating evidence to support the achievement of targets and classroom observations to demonstrate achieved goals in practice. This process was then voluntarily extended by teachers to share "best practice" across the school beyond the PDF requirements resulting in a sharing of skills and

strategies to improve student learning.

Our major focus in the domain of Leading centred on community with our third Strategic Direction committed to the establishment of collaborative and informed educational partnerships. Our performance groups participated in local events to share their talent and promote programs operating within the school. Literacy and numeracy was supported through the purchasing of site licences for on-line programs to be accessed from home so that parents could actively participate in their child's learning. Involvement in all Wyong LMG activities such as environment days, agricultural events, creative arts activities, sports carnivals and Aboriginal cultural learning provided our school community with an opportunity to work alongside other local primary and high schools. Engaging with the Central Coast Teaching Principal's Network (TPN) and Ngara Aboriginal Education Consultative Group (AECG) provided opportunities for professional learning and positive collaboration.

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

Quality Learning through dynamic, Innovative Teaching

Purpose

Differentiated and innovative personalised learning to facilitate student engagement and outcomes, while developing competent and creative learners. Teacher capacity is developed through focussed, personalised, evidence based and engaging professional learning.

Overall summary of progress

Progress towards Strategic Direction 1 is characterised by the careful assessment of areas of academic need in all schools across the Wyong LMG. Planned meetings were conducted and NAPLAN results were shared and carefully analysed. Identified needs indicated the need for a consistent approach to the teaching of specific literacy skills. PLAN data was regularly plotted for students K–4 in 5 week cycles. This allowed for regular evaluation of student achievement and provided a clear vision for the continuum of steps towards the next levels of achievement. Our BYOD classroom is fully functional and online programs such as 'Maths Online' are now in place K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the percentage of students achieving at or beyond expected stage standard based on literacy and numeracy continuums from 90% to 100% by the end of 2017.	• Well-developed and current policies, programs and processes identify, address and monitor student learning needs. This has led to all markers indicating we are on track to achieve this target.	\$60 000
Increased percentage of students K–6 show growth in Numeracy whole school marking criteria by at least two markers.	There is school-wide, collective responsibility for student learning and success, with high levels of student and staff engagement.	\$26 255
Students reflecting and reporting on the achievement of their own learning.	Positive, respectful relationships are evident among students and staff, promoting student reflection and ensuring good conditions for student learning.	\$1 180
Aboriginal and Torres Strait Islanders students at or above stage benchmarks.	Through development of student individualised learning plans we have achieved this target and are looking at maintaining our success.	\$923

Next Steps

Implement the Focus on Reading Program K–6 by engaging staff in rigorous ongoing professional learning that will provide consistency in the way literacy is taught across all classes and complement the use of the literacy continuum. Students will learn the common language of the 'Super 6' Strategies, with the view to placing emphasis on the acquisition of skills in sentence structure, grammar and spelling. The introduction of the program will also provide an excellent opportunity for the integration of literacy with newly developed science, history and geography units. 2017 will see the creation of new K–6 assessment schedules to support PLAN assessment. Students K–6 will be plotted in PLAN and class assessment data will be recorded in a uniform format that provides accessibility for all staff, therefore supporting the cross-stage composite makeup of the school's classes.

Strategic Direction 2

Quality Systems and Processes

Purpose

Embedding quality systems and organisational practices to support the development of all staff to demonstrate innovation and leadership through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

Strategic Direction 2 involves examining school systems and processes across numerous areas including, school management, wellbeing and teaching and learning. The PDP process allowed staff to map out their annual professional directions from a school, class and personal perspective. Aligning these goals to the Professional Standards assisted staff in organising professional learning and evidence towards accreditation. The You Can Do It! Program continued to be embedded in all classrooms K–6. Data collection using PLAN was consistently maintained in 5 week cycles for years K–4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff members achieve goals derived from Australian Professional Standards for teachers, as determined in professional learning plans.	All staff are accredited at Proficient and are currently maintaining their accreditation.	\$1000
100% of staff plot PLAN data and collect writing initiative Data every 5 weeks.	Staff are plotting and accountable for plotting all children every five weeks.	\$2500
YCDI systems successfully embedded throughout school and this is evidenced in 100% of staff termly programs.	YCDI continues to form the basis of our welfare program.	\$964
AITSL training and development requirements are being met by all staff.	All teaching staff submit annual performance development plans and hold termly meetings and observations with the Principal to discuss progress towards goals.	\$2 400

Next Steps

Implementation of Learning Management and Business Reform (LMBR) will be a significant change for which quality systems will need to be employed. Principal and SAM will attend extensive training throughout 2016. To be included as an additional improvement measure.

Combine You Can Do It! curriculum with LMG core values of Respect, Responsibility, Excellence. Ensure this language is integrated into the program in the context of everyday school life with a continued emphasis on skills relating to resilience.

Recording of Data on PLAN to be extended to Stage 3. K–6 assessment schedules to be jointly constructed by all staff K–6 to assist with accurate plotting.

Strategic Direction 3

Engaging Community Partnerships

Purpose

Promote the school image by creating a shared community identity and fostering partnerships with the Wyong Learning Community of schools and other similar small schools.

We will seek to form strong partnerships with others, including parents, to facilitate innovation, quality educational delivery and consistent, high standard and shared professional practices.

Overall summary of progress

Stronger links were established between the school and community by inviting agencies into the school. Mutually beneficial relationships were forged with external agencies such as local pre-schools, nursing homes, sporting clubs and businesses promoting Wyong Creek as a centre for positivity in the community. Participation in a continuum of Wyong LMG transition to high school events provided our school community with an opportunity to work alongside other local schools. Attendance at all Teaching Principal's Network (TPN) and Ngarra (AECG) meetings provided opportunities for specialized learning and positive partnerships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the percentage of parents and community members attending assemblies to celebrate student achievement.		
Increase in Parent Volunteers.		
A supportive school community.		
Participation in LMG events		
Increased number of effective teacher networks within WLC being initiated and run by teachers.		

Next Steps

Participate in the 'Tell Them From Me Survey' in 2016 to further assess community expectation and need. This will commence with student surveys in Term 1, 2016.

Continued, ongoing involvement in Wyong LMG NAPLAN analysis action group to pinpoint areas for improvement in Literacy and Numeracy.

Conduct parent information sessions for the Focus on Reading Program and other curriculum areas to further support the home/school learning partnership.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Staff member released to prepare for the delivery of 8 Ways content to staff and to prepare program documents.</p> <p>Additional literacy support for ATSI students</p>	<p>\$1000</p> <p>\$2 218</p>
Low level adjustment for disability	<p>The School Learning and Support Teacher allocation of 0.2 positions was included in this funding. This provided additional literacy support for studentsK–6.</p> <p>SLSO employed to support the progression of students withspecial needs in all areas of day to day schooling.</p> <p>Teacher relief to program for disability adjustments andrefine NCCD Data.</p>	<p>\$50 000</p>
Quality Teaching, Successful Students (QTSS)	<p>We receive \$0 funding for this initiative throughout 2016.</p>	
Socio–economic background	<p>Funding provided support for students to attend school camps, excursions and swimming scheme throughout the school year.</p> <p>Uniforms and hospitality needs asrequired.</p>	<p>\$1000</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	24	32	30	35
Girls	30	30	33	30

Student enrolment remains steady at three classrooms.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	93.7	95.1	93.6
1	94.4	95	92.3	95.9
2	96.6	90.6	93.8	88.2
3	96.2	96.2	94.4	92.2
4	95	94.6	94.1	89.8
5	95.3	89.5	93.4	89.7
6	92.9	95	97.1	88.8
All Years	95.5	93.7	93.9	90.7
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

Management of non-attendance

Student attendance shows a slight decrease in rates due to the Department of Education's change in policy regarding Principal's providing exemption for students requesting extended holiday leave during school terms.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Wyong Creek Public School does not currently have any staff members who identify as Aboriginal.

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	40

Professional learning and teacher accreditation

All staff participated in training to support the new Performance and Development process. They planned the steps and activities required, collected evidence and assessed their progress against these goals. Curriculum development, student wellbeing, career expansion and knowledge of 21st Century Teaching practice were among the common goals.

In Literacy and Numeracy, staff representatives participated in collaborative learning/analysis with other LMG schools to ascertain future directions by identifying areas of need and improvement.

All staff attended professional learning for implementation of the new History syllabus resulting in units of work being prepared for commencement in 2016.

One staff member took a leading role in the delivery of Teacher Accreditation information and training at LMG level. This information was actively disseminated to staff on a regular basis. All staff are actively engaged in seeking or maintaining accreditation at Proficient level

whilst one teacher has committed to seeking accreditation at Lead level.

Over \$7000 was spent on Teacher Professional Learning in 2015 and many additional programs were completed at no cost to the school. These were most often programs run outside school hours and included meetings in learning and support, physical education, gifted and talented education, choir and dance.

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	\$
Balance brought forward	75 599.39
Global funds	43 039.15
Tied funds	44 913.29
School & community sources	16 304.39
Interest	846.33
Trust receipts	884.30
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	4 175.40
Excursions	2 549.82
Extracurricular dissections	12 150.84
Library	0.00
Training & development	3 125.71
Tied funds	36 440.07
Short term relief	3 420.15
Administration & office	8 659.03
School-operated canteen	0.00
Utilities	1 981.32
Maintenance	3 939.38
Trust accounts	737.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 16 May 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	208 419.86
(2a) Appropriation	182 657.44
(2b) Sale of Goods and Services	45.45
(2c) Grants and Contributions	25 051.72
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	665.25
Expenses	-120 627.37
Recurrent Expenses	-120 627.37
(3a) Employee Related	-68 109.21
(3b) Operating Expenses	-52 518.16
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	87 792.49
Balance Carried Forward	87 792.49

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.

In 2016 Wyong Creek Public School was operating under two financial systems. For the beginning of the year we were using the OASIS system and in May we transferred across to the SAP/SALM finance system, hence the two statements have been included in this report.

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	563 564.49
Base Per Capita	3 400.91
Base Location	0.00
Other Base	560 163.58
Equity Total	29 393.07
Equity Aboriginal	1 242.17
Equity Socio economic	3 154.73
Equity Language	0.00
Equity Disability	24 996.18
Targeted Total	61 880.00
Other Total	3 378.42
Grand Total	658 215.97

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

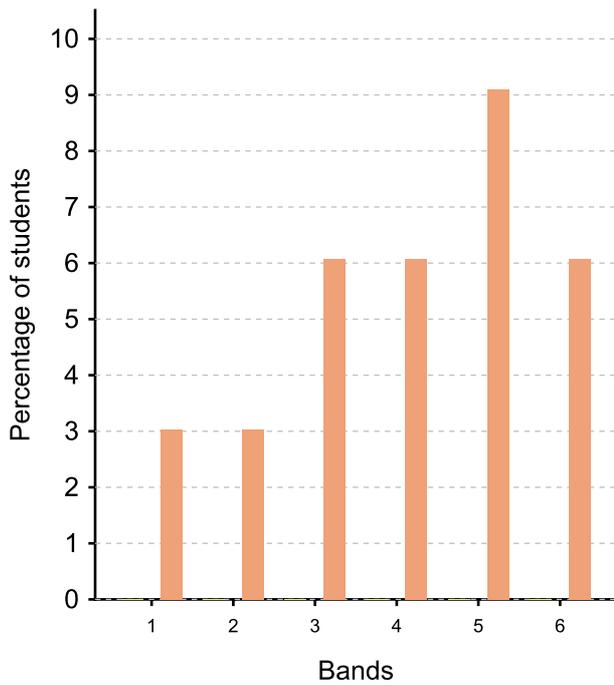
NAPLAN

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.

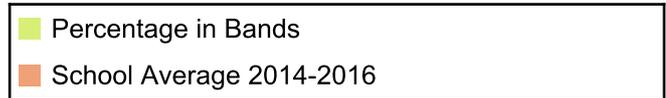
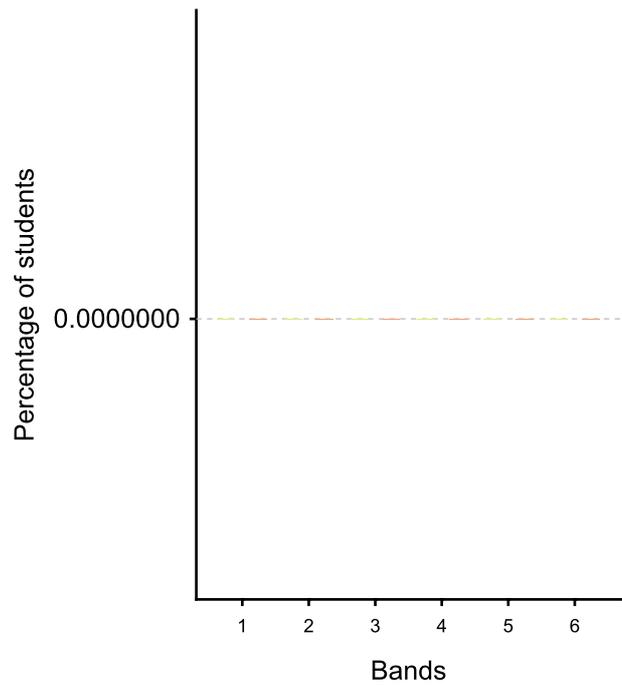
Our Year 5 students continued to perform strongly in NAPLAN with 50% of students appearing in the top two bands in reading, grammar and punctuation while 40% of our Year 5 students appeared in the top two bands in numeracy.

Student growth was also pleasing with 66.7% of students showed greater than expected growth from their Year 3 results in reading and 77.8% of students showed great than expected growth in numeracy skills.

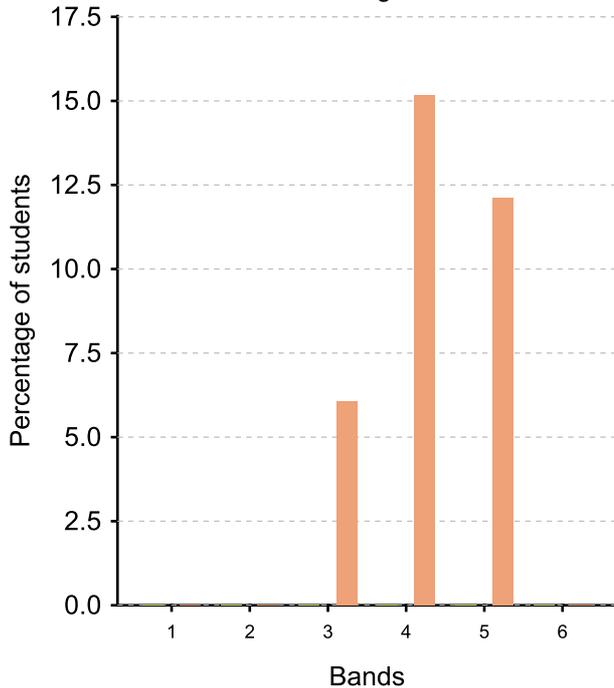
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 3 Writing



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.

The percentage of Year 3 students in the top two bands has increased for spelling and reading and remained consistent for writing, grammar and punctuation and slightly decreased for numeracy.

The percentage of Year 5 students in the top two bands has increased for numeracy, writing and grammar and punctuation and remained steady for reading and spelling.

Premier's targets also indicate a requirement to report on Aboriginal student achievement. As we had no Aboriginal students sitting 2016 NAPLAN we have no data to report on in this area.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were continually surveyed throughout the year

and data was collected, both formally and informally. As a result of feedback from parents and their identified needs, leadership courses were developed and implemented, grounds and resource improvement projects were introduced and constant communication with parents allowed the community continue their high involvement and support of Wyong Creek PS.

At the conclusion of 2016, based on support from the parent body, it was agreed that Wyong Creek would take part in the *Tell Them From Me* School Survey in 2017. The school community believed that this would be another positive step forward in ensuring that student, teacher and parent perspectives were equally considered when targeting future directions.

Policy requirements

Aboriginal education

Aboriginal community involvement was achieved through participation, and the development of roles for students, staff and parents in NAIDOC celebrations and excursions. Pre Service Teachers from the University of Newcastle designed and delivered NAIDOC Week celebration activities including indigenous sport, art and cooking, which were well attended and supported by community members. Teaching and learning units were developed with 8 Ways pedagogy, supporting the programming of literacy and numeracy programs and purchasing of appropriate resources with Aboriginal content and perspectives for all stages of schooling.

RAM funding provided additional opportunities for Aboriginal students to receive additional literacy support on a weekly basis. This contributed to supporting identified improvement measures for Aboriginal students in Strategic Direction 1 of the School Plan.

Wyong Creek staff attended all Ngara AECG meetings to ensure that all current and local Aboriginal issues were appropriately communicated to the Wyong Creek School community. Updates regarding upcoming events were reported to the P&C on a regular basis.

A Wyong Creek student participated in the WLC Aboriginal Leadership Group which included ongoing visits to other local schools for cultural education and the development of artworks for public display in each school. The student in question went on to complete the program and was presented with her complete artwork at the Aboriginal Education Awards Ceremony at Wyong High School. This artwork is now on display in the school library.

Multicultural and anti-racism education

Wyong Creek PS is committed to providing opportunities that allow all students to develop an understanding of cultural, linguistic and religious differences. In 2016 the students participated in the Multicultural Public Speaking Competition, researching and presenting information on a variety of issues. Learning outcomes and cultural understandings

also enhanced through multicultural perspectives embedded in curriculum, Harmony Day celebrations and the students study a variety of cultures through the school HSIE program.

The Wyong Creek Public School Anti-Racism Contact Officer (ARCO) worked alongside parents and students to ensure cultural diversity was recognised and differing perspectives respected.