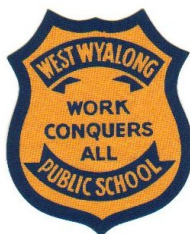


West Wyalong Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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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, (now Evolution) 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.

In the domain of Learning our school has shown increasing evidence of a strategic and planned approach supporting all areas of student learning and wellbeing. Our focus on student and staff wellbeing is helping to provide an outstanding culture of trust, respect and valuing of each other, resulting in increased engagement in students' learning. We demonstrate an integrated approach to quality teaching, curriculum planning and delivery. The staff have worked very hard to develop programs and teaching practices that effectively address the needs of our students. Our school culture is one of high expectations, 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. Students with high learning needs are being identified early and in consultation with parents and outside agencies, their learning directions are planned for them. 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. We have developed a teaching culture that is moving students' learning forward. Staff are developing their own evidence based practices through professional learning, reflections and collegial feedback. 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. Our priorities have been to progress leadership and management practices and processes. We are building a strong foundation of leadership capacity across the school. 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 our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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

Staff are implementing all aspects of the Wellbeing Framework. We have witnessed positive improvement in behaviour patterns and a reduction in suspensions. The engagement of support staff to assist students with additional learning needs, has improved the wellbeing of many and we now see a much higher engagement of these students in their learning. Data has shown that all stakeholders have a higher level of understanding of the Well Being Framework and the welfare policies within our school and have a greater commitment towards the schools' expectations. The implementation of the Bounce Back program has enhanced our practices in building stronger relationships and empowered students to deal with conflicts in an appropriate way.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Parent information sessions on Well Being Framework : \$1000 Bounce Back program implemented throughout the school K-6 : \$2000 Professional learning all teaching staff : Bounce back Program : \$10000 Professional learning all staff- WellBeing Framework : \$10000 Antibullying information pamphlets and booklets relevant to the program printed and issued to all stakeholders : \$1000	Parent information sessions were well attended and information was communicated well through newsletters and P&C meetings. All students are currently participating in the Bounce back program and all staff have been trained in this Resilience/Antibullying program. All staff have received professional learning in the implementation of the WellBeing Framework and are now more confident and knowledgeable with its implementation. A review of all student welfare policies has allowed greater awareness and a more comprehensive understanding of the wellbeing needs of our students
100%of students show progress towards positive behaviours to allow for successful personalised learning.	Release staff to collect and analyse data based on behaviour records and interviews with students and parents around our wellbeing programs. : \$2000	Feedback from surveys and interviews indicate an increased awareness and understanding of the Wellbeing Framework and the Bounce back program. There has been a positive improvement in behaviour patterns and a consistency in language and understanding of expectations in our playground and classrooms.

Next Steps

Continue to embed wellbeing programs into our teaching and learning and move forward into the new 2018–2020 school plan. Continue professional learning for all staff and the school community in the Well Being Framework and develop and implement further strategies to connect school and home. Establish further strategic relationships with outside agencies to enhance students' learning opportunities and provide support for families. Continue data collection to enable analysis and feedback for future planning and monitoring of success.

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

Staff have participated in surveys and feedback sessions to evaluate the processes that have been put in to place to support and mentor staff to improve teacher quality. There is evidence that all staff have developed improved teaching practices which has helped to increase student engagement and create opportunity for improved learning outcomes.

All teachers have embraced the Performance and Development Framework and are committed to ongoing professional learning to set appropriate and meaningful goals and to improve their practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quality teaching is reflected across the school through differentiated learning. All staff are collaboratively embedding all aspects of the syllabus into teaching practice.	Development of the I Can Statements: teacher release and printing \$5000 Parent information sessions: \$1000	I Can Statements have been developed and staff have familiarised themselves with the documents and are implementing them in their classrooms.
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.	Professional learning continues for all staff in the use of the continuums and teachers will rely on data and evidence to support their placements of students on the continuums : \$20000 Literacy and Numeracy walls are maintained for clearer access to data for all teachers : \$1000 Literacy and Numeracy funds : \$32970	Teachers demonstrate greater knowledge and confidence with placement of students on the continuums and are willing to participate in professional dialogue to justify their decisions. Continuum wall updated and all evidence applied to PLAN data.
25%of students achieving at/above proficiency in Y3 and Yr5 NAPLAN	LAST allocation 1.1 to support students who are requiring extra assistance : \$32234 LAST funding for targeted students and MultiLit program.	School based assessment data and monitoring demonstrates an improvement in growth for most year 3 and year 5 students. MultiLit results indicate improvement in reading for targeted students.
An increase of at least 8% in the top two bands of all NAPLAN assessments	Teacher Professional learning to improve teacher quality :\$28000 Literacy and Numeracy funding : \$32970 Employment of specialist	We have seen an improvement in our Year 3 Writing results (focus in school plan) through 2016 and 2017 with an increase from 32.4% in the top two bands in 2015, to 45.4% in 2017. Year 5 reading results have improved from 0% in band 8 in 2015 to 2.7% in 2016, to 5.6% in band 8 in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of at least 8% in the top two bands of all NAPLAN assessments	maths teacher to extend our top students in numeracy and provide mentoring for staff. QTSS funding : .3 allocation	<p>We have seen an improvement in our Year 3 Writing results (focus in school plan) through 2016 and 2017 with an increase from 32.4% in the top two bands in 2015, to 45.4% in 2017.</p> <p>Year 5 reading results have improved from 0% in band 8 in 2015 to 2.7% in 2016, to 5.6% in band 8 in 2017.</p>
30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments	<p>Aboriginal background equity funding and school funded programs :\$35000</p> <p>Middle School program \$20315 and the garden/cooking program \$12000 to improve engagement and attendance of our Aboriginal students.</p>	<p>In 2015 we had 25% of our Year 3 Aboriginal students in the top two bands in numeracy. In 2017 we had 39.3% in the top two bands.</p> <p>In 2015 and 2016 we had no Aboriginal students in band 8 in reading and in 2017 we had 16.7%.</p> <p>Aboriginal students who were identified as needing additional support in Literacy and Numeracy were included in a targeted program using a maths mentor and our reading Recovery teacher.</p>
70%of all students achieving sound/above in school assessment and reporting systems.	<p>Learning and Support funding : \$15000</p> <p>Instructional leader (school funded) \$20315</p>	<p>All staff have been supported to improve their teaching practice to improve the students' learning outcomes. There has been an overall improvement in the percentage of students who are achieving sound or above in the end of semester assessments.</p> <p>PLAN data indicates growth in both comprehension and reading for 87% of our students.</p>

Next Steps

Develop school systems further to continue to support and mentor staff to make improvements in their teaching practice.

Professional learning for greater understanding of the PLAN2 software K–6 and learning progressions.

Continued development of collegial observations and feedback and the staff mentoring program.

Continued implementation of Project Based Learning strategies.

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

There is a general sense of achievement with the improvements in the teaching of ICT and innovative teaching programs. The staff are moving forward with confidence and greater skills and understanding. Professional learning for all staff was centred around innovative teaching practices and growth mindset. The engagement of school self funded mentors has provided staff with support and assistance to embed technology appropriately into lessons and to empower students to be self directed learners and develop personalised learning plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data indicates improvement in student engagement, attendance and improved learning outcomes in all key learning areas.	Technology funds and Bring Your Own Device program : \$15000 Garden/Cooking program \$12000 Middle School: \$20315	The Bring Your Own Device program for senior students has helped to enhance the learning environment and current data indicates a growth in students interest and engagement in learning due to the increased use of technology. School attendance has improved especially in our Aboriginal population through the gardening and cooking program, Middle School and individualised learning support.
Sustain student growth in NAPLAN by over 60% between Year 3, 5 and 7.	Additional teachers to allow for Assistant Principals to implement the mentoring /instructional leader program : \$40632 SLSO to support students' learning needs. Reading Recovery teacher implementing additional programs.	88.8% of Year 5 students showed growth in Reading and 94% of year 5 showed growth in numeracy in 2017 NAPLAN.

Next Steps

From the feedback, evaluations and data gathered from the 2015–2017 School Plan, all stakeholders will continue to develop their knowledge in innovative teaching practices and learning systems. Evaluate where to next and incorporate it into the new School Plan. Staged implementation of the Learning Progressions and PLAN2. Continue to focus on contemporary practice and current research and target professional learning around innovations in teaching and learning. Develop assessment practices that incorporate consistent teacher judgement and the personalised learning journals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$71000– employment of SLSO, extra teaching time to develop personalised learning plans, garden and cooking equipment. <ul style="list-style-type: none"> Aboriginal background loading (\$41 000.00) 	<p>Our learning programs have been very successful with positive signs that our Aboriginal students are enjoying school and are more engaged in activities. The behaviour monitoring system shows improvement in behaviour and we have improved attendance.</p> <p>Personalised learning pathways were developed and implemented for our Aboriginal students with ongoing monitoring and communication with families.</p> <p>Our garden and cooking program has provided support and interest for the students and many have expressed their improved commitment to school.</p>
Low level adjustment for disability	\$21000– additional SLSOs to support learning, purchase of MultiLit programs and undated reading resources. <ul style="list-style-type: none"> Low level adjustment for disability (\$21 000.00) 	<p>All students with low level learning disabilities were targeted through learning support programs and adjustments were made within their learning plans. Teachers provided support and feedback to students on an individual or group basis and the SLSO support successfully provided students with intervention programs that allowed them to show progress in their learning. Consultation with outside agencies and our participation in the Royal Far West Teleservices helped provide speech and occupational therapy each week for those in need.</p>
Quality Teaching, Successful Students (QTSS)	.3 allocation – specialist teacher employed to provide mentoring in numeracy teaching. Instructional leaders employed for 1 day a week to support teachers. <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Teacher surveys showed that the mentoring and coaching opportunities were welcomed and provided additional support for teaching staff. This allocation provided time for teachers to collaboratively plan and develop their understanding of teaching, learning and assessment processes and to build up their teacher capacity and confidence.</p>
Socio–economic background	\$61000– employment of teacher 1 day a week to provide extra support in welfare programs. <ul style="list-style-type: none"> Socio–economic background (\$61 000.00) 	<p>Our improved student welfare program has shown to be successful with greater communication between home and school for many families. This funding enabled us to provide targeted students with additional support which improved their attendance, engagement and learning overall. Additional learning and support time has provided support for students in need and allowed for more vigilant monitoring of our students. This has resulted in targeted students being involved in specialised learning programs and they are making pleasing progress across the literacy and numeracy continuums.</p>
Support for beginning teachers	\$13450 – extra release for beginning teacher to meet with mentor.	<p>The beginning teacher appreciated the extra support and time to collaborate with their mentor and gain support in programming and classroom management. It allowed time for classroom observations and feedback and for engaging in professional discussion and personal reflection.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	154	151	144	148
Girls	160	138	140	140

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	93.2	94.6	92.7
1	94.5	93.2	94.8	93.5
2	94.3	94.7	93.3	93.1
3	92.2	92.7	94.8	93.1
4	93	92.9	92.1	93.3
5	92.6	92.1	93	92.3
6	92.6	93.5	92.8	91.8
All Years	93.2	93.2	93.6	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance concerns are communicated to the parents and strategies are put in to place to monitor student attendance. Advice is gained from the Home School Liaison officer and documentation is completed to monitor intervention.

Through regular communication of correct procedures, parents are informed of the appropriate actions when needing to take their child out of school for extended periods. Parents are notified of the importance of regular school attendance through the school information booklet, in Kindergarten Orientation information for new parents, on our school website and regularly in school newsletters.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.22
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.72
Other Positions	0

*Full Time Equivalent

This year we had no identified Aboriginal permanent staff members. We did have two Aboriginal High School students participating in an internship program.

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	0

Professional learning and teacher accreditation

All teachers participated in a range of professional learning activities throughout the year that were related to the strategic directions from our School Plan and the identified needs of individual staff members through their Performance Development Plans. Professional learning that the staff were involved in included:

- Professional learning after school staff meetings and stage meetings. These meetings are used for curriculum planning and development, data analysis, classroom management strategies and student welfare issues and using the continuums.
- Dan Haesler Positive Growth Mindset
- Mandatory Child Protection, Code of Conduct, online CPR, e-emergency and anaphylaxis.
- Staff participated in a 3 hour asthma, CPR and anaphylaxis face to face training.
- SMART data analysis.
- Evidence based judgement for PLAN data
- LMBR outline of changes for teachers.
- L3– language, Learning and Literacy for Kindergarten and Year 1 teachers.
- SCOUT training
- Implementing project Based Learning strategies.
- Analysis of data from internal testing schedule.

Three teachers gained their teacher accreditation certificates in 2016.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

- Voluntary contributions were set at \$40 per family by the P&C association for 2017.
- 57% of families paid the contribution.

Receipts	\$
Balance brought forward	319,296
Global funds	182,739
Tied funds	215,413
School & community sources	25,990
Interest	3,609
Trust receipts	4,200
Canteen	0
Total Receipts	431,951
Payments	
Teaching & learning	
Key Learning Areas	9,629
Excursions	11,080
Extracurricular dissections	38,877
Library	1,816
Training & Development	2,454
Tied Funds Payments	245,405
Short Term Relief	59,462
Administration & Office	34,904
Canteen Payments	0
Utilities	31,668
Maintenance	8,387
Trust Payments	2,738
Capital Programs	13,423
Total Payments	459,842
Balance carried forward	291,405

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	704,422
Appropriation	642,786
Sale of Goods and Services	0
Grants and Contributions	61,169
Gain and Loss	0
Other Revenue	0
Investment Income	467
Expenses	-311,626
Recurrent Expenses	-311,626
Employee Related	-202,507
Operating Expenses	-109,120
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	392,795
Balance Carried Forward	392,795

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This financial information exhibits an accurate view of the school's operations, cash balances and investments. They have been prepared in accordance with the directions issued by the Department of Education. Proper accounting records have been maintained.

The Principal is responsible for the compilation of the budget and actual income and expenditure. Decisions concerning expenditure are made by the Manager and three Assistant Principals. Information on which to base decision making is provided by the Administrative

Manager on a monthly basis. Once a term, the school's budget and income/expenditure are monitored by means of a cash flow spread sheet. The School Council is in recess. The Principal reports to the P & C on a monthly basis in relation to income and expenditure. The P & C contributes to the school's planning and self-evaluation processes and discussed the budget as a vehicle for supplementation to the school plan.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,125,772
Base Per Capita	43,403
Base Location	66,184
Other Base	2,016,186
Equity Total	303,376
Equity Aboriginal	41,029
Equity Socio economic	118,382
Equity Language	0
Equity Disability	143,965
Targeted Total	164,720
Other Total	64,666
Grand Total	2,658,534

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

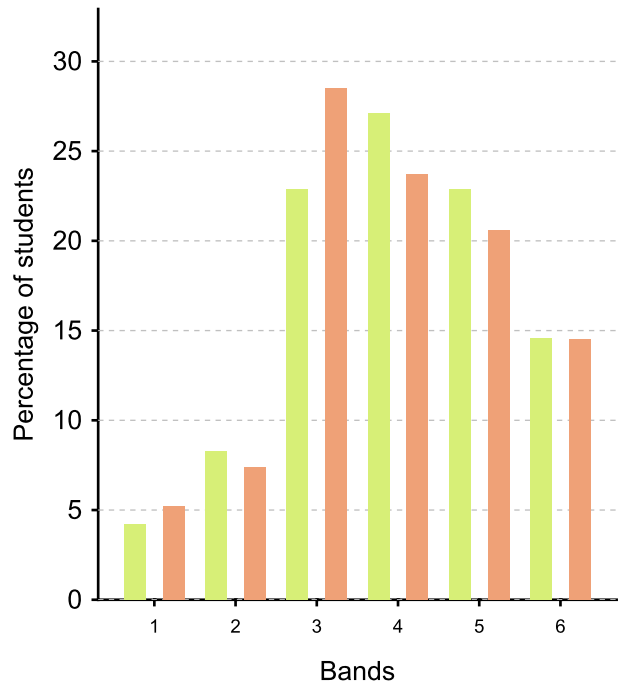
NAPLAN

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.

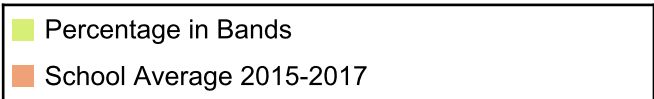
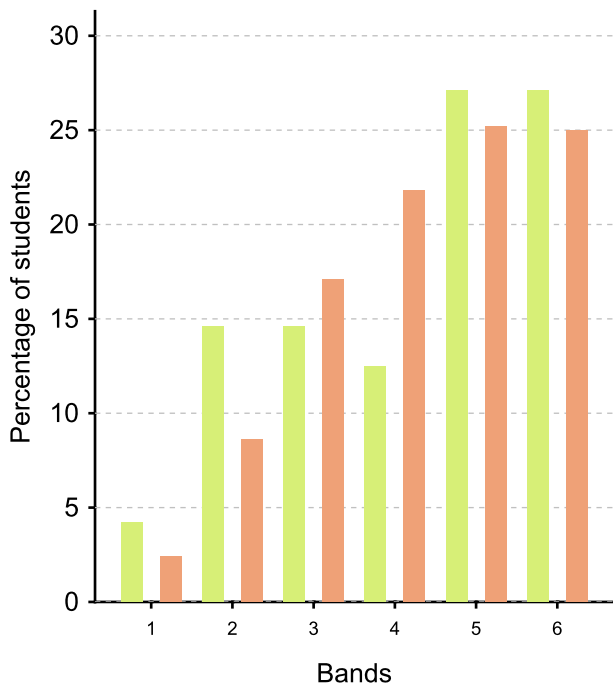
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Year 5 reading results have improved from 0% in band 8 in 2015 to 2.7% in 2016, to 5.6% in band 8 in 2017.

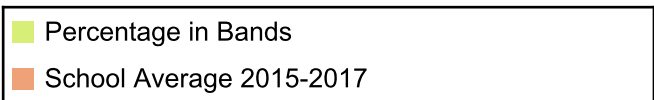
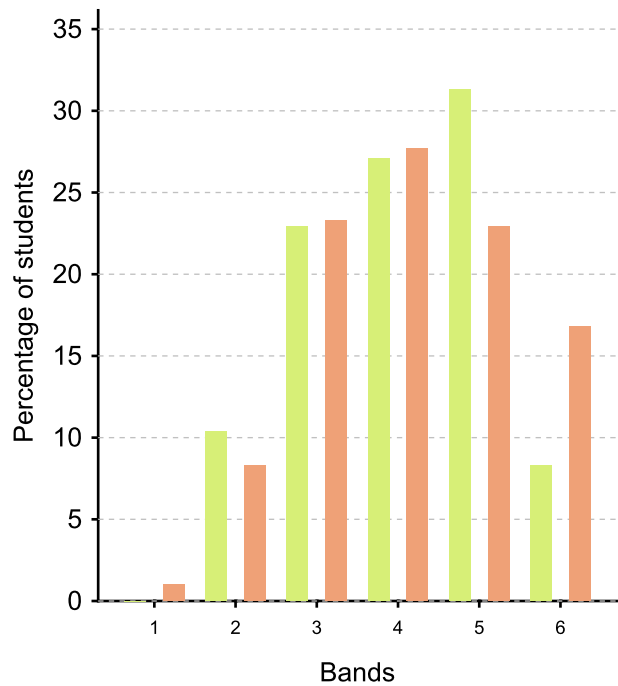
Percentage in bands:
Year 3 Reading



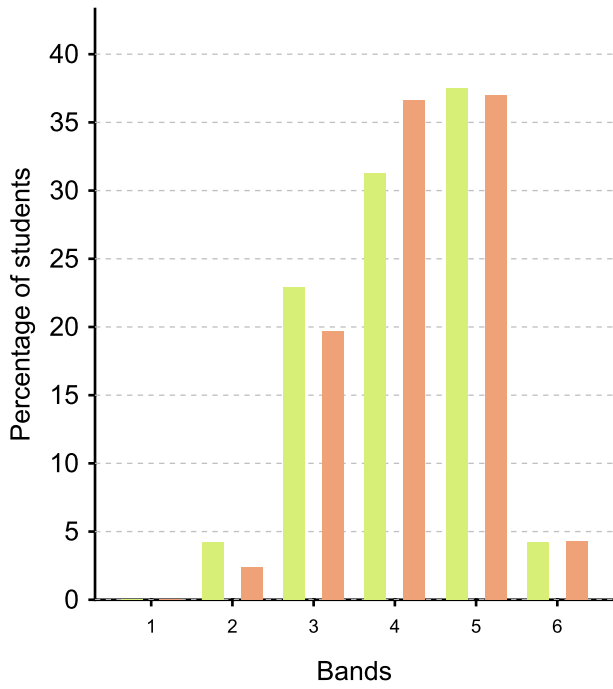
Percentage in bands:
Year 3 Grammar & Punctuation



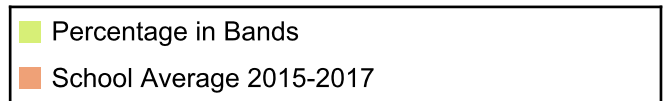
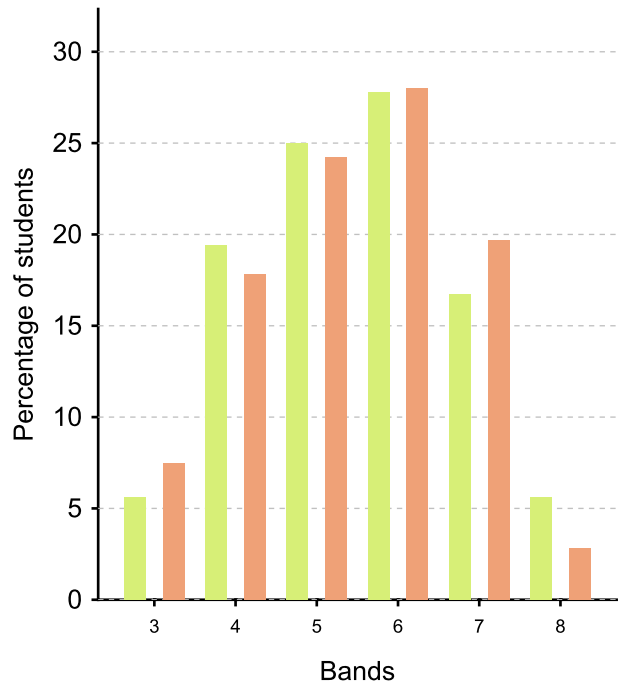
Percentage in bands:
Year 3 Spelling



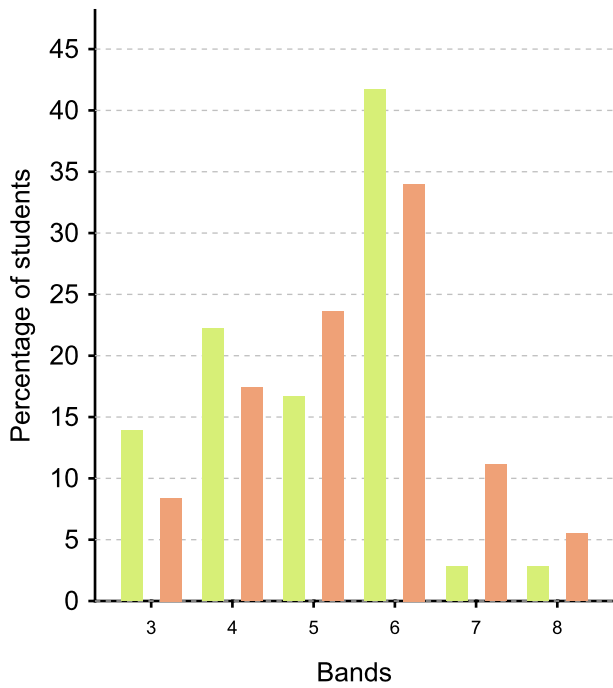
Percentage in bands:
Year 3 Writing



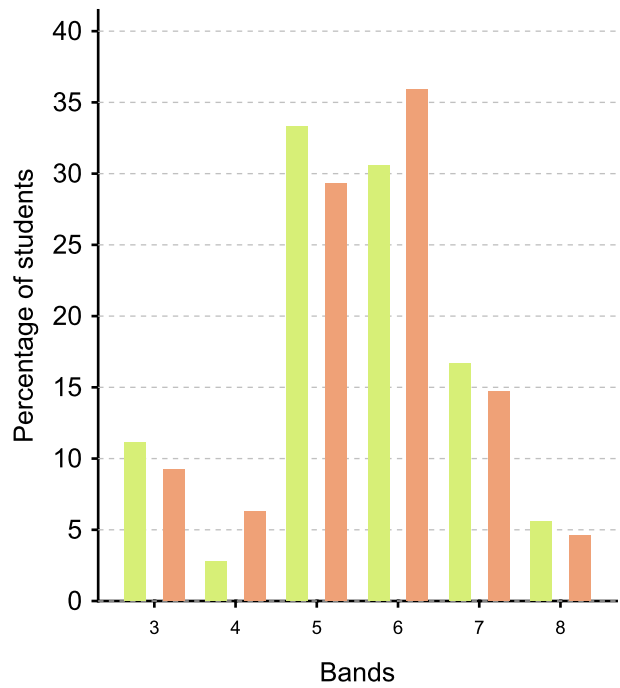
Percentage in bands:
Year 5 Reading



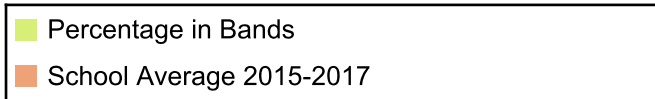
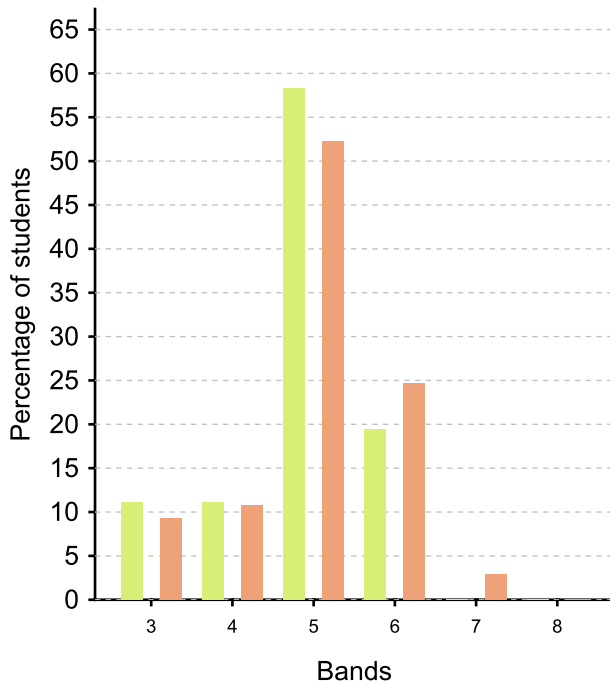
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



**Percentage in bands:
Year 5 Writing**



Our year 3 numeracy results show 0% in band 6 in 2016 to 12.5% in top band in 2017. Our biggest improvement was in areas of space and geometry with 14.6% of students in band 6 in 2017 compared to 0% in 2016.

In year 5 numeracy we are seeing improved growth from the bottom two bands (bands 3 and 4) up into band 5– we have gone from 23.5% in 2015 in band 5 to 38.9% in 2017. We still are experiencing a "bulge effect" in bands 5 and 6 with our year 5 students (58.3%) and our focus will now need be to support these students' learning to go further up in to the higher bands.

**Percentage in Bands:
Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	6.3	14.6	22.9	25.0	18.8	12.5
School avg 2015-2017	6.6	18.4	25.5	21.5	20.3	7.8

**Percentage in Bands:
Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	5.6	19.4	41.7	27.8	5.6	0.0
School avg 2015-2017	8.3	21.4	28.7	30.6	6.5	4.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In 2015 we had 25% of our Year 3 Aboriginal students in the top two bands in numeracy. In 2017 we had 39.3% in the top two bands.

In 2015 and 2016 we had no Aboriginal students in band 8 in reading and in 2017 we had 16.7%.

Parent/caregiver, student, teacher satisfaction

Throughout 2017 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. They believe that our teachers are competent and set a high standard of achievement. 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. They appreciate how well information is communicated to them through newsletters, emails and social media.

Student responses indicated that they were happy to come to school and they believe it is a safe and friendly place to be. They believe that they are encouraged to try new things in their classrooms and that their teacher is helpful and encouraging. 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. The staff believe that the executive team are very supportive and have an interest in their development as teachers. They enjoy a positive relationship with the parents of the children they teach. They feel well supported and appreciate the school's willingness to provide professional learning and meet their professional needs and there is a general consensus that collaboration between teachers has improved. 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 2017 West Wyalong Public School received Aboriginal background funding which allowed us to continue to promote Aboriginal awareness, education and cultural understanding within the school community. The funding enabled us to provide an SLSSO 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. Acknowledgement of Country is used at all major assemblies.

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.