

Wyee Public School Annual Report



2017



3522

Introduction

The Annual Report for 2017 is provided to the community of Wyee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lyndal Coleman

Principal

School contact details

Wyee Public School

Wyee St

Wyee, 2259

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

wyee-p.school@det.nsw.edu.au

4357 1225

School background

School vision statement

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

School context

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, 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.

The results of this process indicated that in the School Excellence Framework domain of Learning:

The elements of *Learning Culture*, *Wellbeing* and *Curriculum and Learning* have been assessed as **Sustaining and Growing** and *Assessment and Reporting* and *Student Performance Measures* have been assessed as **Delivering**.

Quality teaching, curriculum planning, delivery and assessment are priorities across the school with a focus on ensuring that we are meeting the needs of all students. This is achieved in part through the use of data analysis to tailor programs to student's needs and the development of individualised learning plans for students in consultation with parents and external agencies where required. Effective intervention programs are currently in place across the school utilising SLSOs, parents and the LaST ensuring all classrooms have intervention support every day. There is a strategic and planned approach to providing a range of extra-curricular opportunities to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Across the school there are consistent systems in place to monitor and support student behaviour and wellbeing with these systems being clearly articulated to all staff, including casual teachers, parents and students. We have effective preschool and high school transitions in place with parent surveys showing that the transitions prepared their child effectively for the next stage of their learning. Parents are encouraged as active participants in their child's education through the engagement of parents as classroom helpers, at school activities including school planning and information sessions and through the use of Seesaw to provide feedback and keep parents informed of their child's progression. There is a high level of parent and community involvement at our school. We have a strong learning alliance with all schools in our community of schools, with staff sharing expertise across the schools and schools regularly working together towards common goals. Future areas for development include engaging students more in taking responsibility for their own learning and using assessment data to reflect on their learning as well as utilising innovative delivery mechanisms to ensure rich learning experiences for all students.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The elements of *Effective Classroom Practice*, *Collaborative Practice*, *Learning and Development* and *Professional Standards* have been assessed as **Sustaining and Growing** and *Data Skills and Use* has been assessed as **Delivering**.

At Wyee PS, all staff are committed to improving student outcomes and exhibit high levels of professionalism, always willing to work beyond their classrooms to contribute to achieving school priorities and engaging with the wider school community. Staff are committed to improving literacy and numeracy teaching practices within their own classrooms and across the school, aware of data trends and areas in need of improvement. Staff engage in professional learning around evidence based teaching practices such as L3, FoR and TEN, aligned with the School Plan. Staff readily engage in collaborative planning and consistency of teacher judgement marking sessions, during stage meetings, professional learning sessions and planning days with teachers demonstrating a shared responsibility for student improvement. All teachers willingly share teaching resources and strategies and openly participate in co-teaching and lesson observations both formal and informal. Building staff capacity is important across the school with many non-executive staff leading programs within the school and across the community of schools, as well as working as mentors for beginning teachers and those seeking accreditation. New systems introduced in 2017 including data talks, new assessment instruments and intervention systems, has strengthened the use of data analysis to identify areas for improvement and drive teachers planning for learning. Embedding these new practices will see us moving towards Sustaining and Growing in *Data Skills and Use*.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The elements of *Leadership*, *School Resources and Management Practices and Processes* have been assessed as **Sustaining and Growing** and *School Planning, Implementation and Reporting* has been assessed as **Delivering**.

At Wyee PS there are management systems, structures and processes in place to ensure that the school continues to improve and grow according to the directions outlined in the School Plan and in line with Department accountabilities. Strategic leadership ensures resources are allocated equitably, staffing is planned to cater for the needs of all students, and that all school programs and activities are aligned with achieving the three strategic directions outlined in the School Plan and ultimately improving student outcomes. All staff take responsibility for student engagement and ensuring students achieve improved learning outcomes. Staff regularly review and monitor the schools progress towards our goals, however this is an area for future focus to embed and refine these processes and move us towards Sustaining and Growing in *School Planning, Implementation and Reporting*. Across the school, community engagement is a priority and parent voice is pertinent to the school direction with staff and parents working together in close partnerships to achieve the school vision and goals. Towards the end of this term we are engaging the school community to assist with writing a new school vision and get input into educational priorities for the 2018–2020 School Plan to ensure ongoing commitment to the school's strategic directions going forward.

Our self-assessment and the external validation 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/sef-evidence-guide>

Strategic Direction 1

Develop and foster teacher expertise to deliver high quality instruction.

Purpose

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

Overall summary of progress

2017 was our first year as an Early Action for Success school with an Instructional Leader appointed to our school. As a result, all K–2 classrooms had the support of the Instructional Leader and the use of data talks saw a shift to a greater focus on individualised learning for all students. The introduction of targeted interventions enabled staff to confidently cater for identified students. 3–6 staff continued to track student progress against the PLAT markers. All staff were required to submit data in 5 weekly cycles. Professional learning for all staff was focused around numeracy throughout the year. Staff had the opportunity to collaborate professionally with their colleagues to observe, model and team teach to embed their new learning. One noticeable positive change across the school was the introduction of number talks in all classrooms K–6. Once again a speech therapy program was offered to identified students K–6 with significant results achieved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 80% of all K–3 students are working in or at their cluster expectation in literacy and numeracy.	Teacher release for Data talks = \$4800	<p>All staff K–3 monitored and tracked their students using the Literacy and Numeracy Continuums. Staff met with the Instructional Leader every 5 weeks to discuss their student data and identify students who hadn't moved as expected. Targeted intervention programs were then implemented for identified students.</p> <p>The data below shows the percentage of students at or above their cluster expectation:</p> <p>Literacy (an average of Reading, Comprehension and Writing)</p> <ul style="list-style-type: none">• Kindergarten – 95%• Year 1 – 80%• Year 2 – 63%• Year 3 – 77% <p>Numeracy</p> <ul style="list-style-type: none">• Kindergarten – 100%• Year 1 – 92%• Year 2 – 83%• Year 3 – 89%
<ul style="list-style-type: none">• Expected growth in Yr 5 and 7 NAPLAN literacy and numeracy to be at or above 54%.	Supplementation of LaST entitlement 0.1 to ensure 5 days LaST support = \$10157	<p>A Bump It Up style program was run for identified Year 5 students in the middle bands of NAPLAN when in Year 3 and targeted Year 3 students potentially in the middle bands who received extra support with the LaST in order to hopefully push their results in the top 2 bands.</p> <p>2017 NAPLAN data shows that 69.7% of Year 5 students achieved at or above expected growth in Numeracy and 57% in Literacy, averaged across all areas. Year 7 data showed that 59.1% achieved at or above expected growth in Numeracy and 56.5% in Literacy.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> 100% of permanent teachers trained in either L3 and TEN or Focus on Reading and Building Blocks. 	<p>Teacher Release to attend L3 training and L3 resources = \$29600</p> <p>Teacher Release to attend TEN training and resources = \$11800</p>	<p>All staff K–2, permanent and temporary, are now trained in L3 with some staff having completed their OPL year. All staff 3–6, permanent and temporary, are trained in Focus on Reading Phase 1. All staff K–6 were trained in TEN (K–2) or Building Blocks (3–6 and support staff) during 2017.</p>
<ul style="list-style-type: none"> All identified students have a PLSP to cater for individual needs. 	<p>Teacher release for PLSP planning days = \$2400</p>	<p>All students K–6 that have regular adjustments made within the classroom have a Personalised Learning and Support Plan (PLSP). Plans were created in consultation with class teacher/s, parents/carers and students. Plans were reviewed every 5 weeks by class teachers. Formal review meetings were held in Term 3 with parents as required to set new goals</p>

Next Steps

Individualised learning and targeted intervention will continue to remain a focus and high priority in the 2018–2020 school plan. In 2018, we will be employing a 3–6 Curriculum Leader to supplement the work being done in K–2 by the Instructional Leader. Staff will receive professional learning on the Seven Steps of Writing program in order to have a whole school approach to improving student outcomes in writing. In class support, team teaching and classroom observations will be embedded into school practices to ensure all staff are receiving ongoing support to teach literacy and numeracy. Employment of additional SLSO and LaSTs to ensure a range of targeted intervention programs are offered to all identified students.



Strategic Direction 2

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

Purpose

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

Overall summary of progress

Across the school, students continued to be offered a range of diverse opportunities during 2017. Our Home–School–Community Partnerships continued to strengthen with parent and community involvement in a range of opportunities including BroSpeak and SistaSpeak programs, Yarn Ups, the school Colour Run and collaborative planning meetings around student individualised learning plans. Parents embraced the use of Seesaw as a feedback system, enjoying being kept informed of their child's progress within the class and their new learning goals. Student wellbeing flourished with PBL being introduced and the 3 school expectations of being Safe, Respectful and Engaged were embedded in all areas of the school. Students enjoyed participating in a range of Reward Days culminating in a water fun reward day at the end of the year to celebrate a year of success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased student engagement and general wellbeing as evidenced by an increase in the social/emotional outcomes in the Tell Them From Me student survey.	<p>Band Supplementation = \$10000</p> <p>Program support for Sport, Debating, Public Speaking, Starstruck, Environment including teacher release = \$5000</p> <p>Coding and Robotics Resources = \$5000</p> <p>Healthy Skills for Life program = \$8700</p> <p>Dance2BeFit= \$6000</p> <p>Supplementing Sporting Schools Grant for athletics and Hockey = \$4000</p>	<p>Students K–6 were offered a range of extracurricular activities including GATS, Sport, Band, Dance, Cultural Programs, Public Speaking and Debating.</p> <p>A range of programs were offered within the classrooms to continue to increase student engagement including a range of coding and robotics opportunities, Athletics and Hockey Programs, Healthy Skills for Life mindfulness and wellbeing programs and Dance2BeFit lessons.</p> <p>2017 Tell Them From Me data showed:</p> <ul style="list-style-type: none">70% of students had a high rate of participation in extracurricular activities compared to the NSW Govt Norm of 55%.86% of students felt they had positive relationships.81% of students felt they had positive behaviour at school.93% of students stated they felt they tried hard to succeed in their learning.
<ul style="list-style-type: none">100% of Aboriginal Students and OOHG students will have an effective PLP/EP.	<p>Teacher release for PLP and EP meetings = \$3200</p>	<p>All Aboriginal students have a PLP that was written in collaboration with the class teacher, parent/carer, student and a representative from the AECG. All PLPs were reviewed in Term 3 during PLP review meeting.</p> <p>All Out of Home Care students had a EP created in consultation with the carers, class teacher, caseworkers, students and the Out of Home Care teacher.</p>
<ul style="list-style-type: none">Structured activities are offered to students 5 days a week during lunch time play.	<p>NIL</p>	<p>Students are offered a range of structured play activities every day in the playground. Younger students enjoy the large connect 4 game, quoits and stilt walking. Older students participate in sporting games refereed by staff members.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Structured activities are offered to students 5 days a week during lunch time play. 		<p>addition to this students also have access to the Library 3 days a week.</p>
<ul style="list-style-type: none"> Parents are utilised as helpers in all K–2 classrooms. 	NIL	<p>All K–2 classrooms had parent helpers assisting teachers implement targeted intervention and support programs in their classrooms.</p> <p>Two Stage 2 classrooms also benefited from parents helpers.</p>
<ul style="list-style-type: none"> Decrease number of referrals to Time Out by 10% each semester. 	PBL costs lists in Strategic Direction 3	<p>Due to the introduction of PBL and a consistent approach to managing behaviour across the school, it is difficult to compare the data based on the number of referrals to Reflection Room. In Terms 1 and 2 there was a significant decrease in the number of referrals from Term 1 and 2, 2016. There was an increase in referrals in Terms 3 and 4 though this could be due to a number of factors including increased consistency amongst students of reporting behaviours.</p> <p>A more accurate indication of our achievements would be the survey conducted with students at our PBL launch on the 8th December:</p> <ul style="list-style-type: none"> 95% of students knew what the PBL expectations were 100% of students indicated that felt safer at school since the implementation of PBL 100% knew what was expected of them in all areas of the school
<ul style="list-style-type: none"> 95% of students attend reward days each term. 	Reward Day costs = \$2800	<p>This year we introduced our PBL expectations of being Safe, Respectful and Engaged. As a result students began to take more responsibility for their own behaviour and were assisting others to follow the school rules.</p> <p>All Reward Days, one each term, were attended by more than 95% of students.</p>

Next Steps

Student wellbeing will remain at the forefront of all we do as we continue to embed our PBL expectations in the non-classroom settings. In 2018, we will continue to offer an extensive range of opportunities for students within and beyond the classroom. Interest groups will be established at lunchtimes offering an even greater range of opportunities for students such as Coding, Craft and Book Club. Interested parents will be trained in the PATCH program, up skilling parents to assist in the classrooms.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

The Western Shores Learning Alliance (WSLA) Principals collaborate regularly to improve outcomes across the community of schools. Attendance at the whole WSLA staff term professional learning meetings has improved with more teachers taking on leadership roles. Attendance at the WSLA Education Week celebration improved in 2017 and parents were regularly engaging with the WSLA P&C, attending combined P&C meetings each term. The Aboriginal Education team, working in consultation with the AECG, has embedded a strong focus on K–12 improvement through professional learning, cultural understanding and an extensive transition process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• WSLA Aboriginal Education team to implement 3 initiatives in 2017.	2 x Casual Days each to release 2 staff = \$1600	The WSLA Aboriginal Education team, comprising of members from all WSLA schools, established 3 committees: transition, culture and professional learning: <ul style="list-style-type: none">• Culture team facilitated the Jarjum Soar cultural day for all WSLA Schools. This initiative was funded by a donation from Broadspectrum.• Transition team organised a Stage 3–6 WSLA NAIDOC celebration at MHS. Establishment of Aboriginal Education Officer visits to WSLA schools.• Professional Learning Team coordinated a combined SDD for all WSLA staff on Aboriginal Education at Myuna Bay.
<ul style="list-style-type: none">• All WSLA Yr6 and 7 Aboriginal students have a PLP on Mgoals.	Release of staff to hold PLP meetings twice a year with parents and AECG representatives = \$2400	100% of all Year 6 Aboriginal students had a PLP on MGoals. PLPs were developed in collaboration with AECG, parents/carers, teachers and students.
<ul style="list-style-type: none">• Improved community awareness of WSLA and engagement in WSLA events.	WSLA funds (held at Wyee PS) used to: <ul style="list-style-type: none">– purchase new tear drop flags for all WSLA schools (\$1277)– advertise all schools in the Lakes Mail (\$1200)	<p>The WSLA logo was included in all school newsletters and on all school websites increasing the awareness of WSLA across the communities.</p> <p>The Education Week Award ceremony at MHS had an increased community attendance due to all schools having a performance item showcased on the evening. Awards were presented in recognition of students, staff, non-teaching staff and community members from all schools. New teardrop flags were displayed from all schools at the awards ceremony.</p> <p>WSLA schools continued the Education Week displays at Morisset Mall promoting each school to the broader community.</p>
<ul style="list-style-type: none">• SASS and Support staff to attend combined WSLA Professional Learning meetings.	NIL	SASS network Professional Learning meetings were established in Term 4 with all School Administration Managers attending.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All schools initiate the implementation of PBL with 3 common expectations. 	<p>PBL Signs = \$5600</p> <p>Teacher Release for PBL training = \$4000</p> <p>Wyee PBL Launch Day = \$1500</p> <p>Bus hire to attend launch at MHS = \$600</p>	<p>All WSLA schools have launched PBL and established the 3 common expectations of being Safe, Respectful and Engaged.</p> <p>Each school held their own PBL launch day to launch within their own community. Wyee PS launch day included the introduction of our Waiylaa mascot costume, reveal of our new signs and an afternoon of free fun for all students including face painting, fairy floss, sno cones and a visit from the Newcastle Jets.</p> <p>Stage 3 students from all schools attended the PBL launch at Morisset High School which strengthened the message that we all have the same expectations for behaviour.</p>

Next Steps

In the 2018–2020 school plan, WSLA initiatives will be embedded in each school's three strategic directions. These initiatives will provide enriching activities for our students and staff and are important processes in achieving our goals. Writing has been identified as an area that requires improvement across the WSLA schools and will be a focus for collaborative professional development. Further opportunities for collaboration between the schools and enhanced transition processes will also be a focus.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>LaST salary 0.1 = \$10157</p> <p>PLP Meeting (Teacher Release) = \$2400</p> <p>BroSpeak/SistaSpeak resources = \$2000</p> <p>Stronger Smarter training – course fees and teacher release = \$3800</p> <p>Yarn Up meeting catering and sandstone = \$1500</p> <p>Cultural worker salaries = \$4000</p> <p>Teacher release to attend WSLA Aboriginal Education Meetings = \$3200</p> <p>NAIDOC Performance and resources = \$1700</p> <p>• Aboriginal background loading (\$800.00)</p>	<p>Supplementation of the employment of a Learning and Support Teacher (LaST) 0.1 to support the improvement of educational outcomes of Aboriginal students.</p> <p>All students have PLPs developed in collaboration with parents/carers, students, class teachers and a representative from the AECG.</p> <p>All Aboriginal boys 3–6 participated in the BroSpeak program, all girls 4–6 participated in the SistaSpeak working with a staff member, a mentor and guest speakers from the wider community.</p> <p>2 staff attended the Stronger Smarter training.</p> <p>Several Yarn Ups were held to build relationships with our Aboriginal community members and to discuss the location and look of our planned learning circle. These Yarn Ups were also attended by representatives from the AECG.</p> <p>2 cultural workers were employed to run cultural programs with in the school with the boys and girls groups.</p> <p>2 Staff members regularly attended the WSLA Aboriginal Education meetings each term. (See strategic Direction 3 for more details)</p> <p>NAIDOC Week celebrations included a range of activities for all students K–6. A performance was also given by Sean Choolburra.</p>
Low level adjustment for disability	<p>0.9 LaST Wage = \$91417</p> <p>Contribution to SLSO Wage = \$26542</p>	<p>Money was allocated for 0.9 of the LaST wage.</p> <p>The Learning and support flexible funding was used to employ an SLSO to support funded children and provided targeted interventions in classrooms.</p>
Socio–economic background	<p>SLSO = \$10500</p> <p>Teacher Release to attend L3 training and L3 resources = \$29600</p> <p>Teacher Release to attend TEN training and resources = \$11800</p> <p>Teacher release for PLSP and PLP planning days = \$4000</p> <p>Reward Day costs = \$2800</p> <p>Supplementation of student CAPA programs = \$12000</p>	<p>Supplementation of SLSO wage to ensure SLSO 5 days per week.</p> <p>All K–2 staff attended L3 training. 4 staff attended their first year of training, 1 staff attended OPL training. All K–2 staff now trained in L3. New resources were bought to support the program within all classrooms.</p> <p>All K–2 staff attended TEN training involving 12 casual days for teacher release throughout the year. Other training was held outside of school hours and on SDDs. New resources were bought to support the program within all classrooms including 3–6 rooms after their Building Blocks training.</p> <p>Term reward days continued at the end of each term rewarding students who achieved</p>

<p>Socio-economic background</p>	<p>Speech Pathology program = \$21000</p> <p>Healthy Skills for Life program = \$8700</p> <p>Dance2BeFit = \$6000</p> <p>Supplementation of Temp teachers = \$6000</p> <p>Airconditioners = \$5000</p> <p>Computer Upgrade = \$7000</p> <p>Replacement of 5 x Smartboards = \$24670</p> <ul style="list-style-type: none"> • Socio-economic background (\$4 000.00) 	<p>the target number of Dojos for the term.</p> <p>The school continued to supplement the Band and StarStruck groups. We also held a school concert which showcased the talents of all our students across the school.</p> <p>Speech pathology was provided by Northcott to identified students across the school. 100% of students attending the program made significant improvements in at least 2 areas of focus.</p> <p>Mindfulness lessons were provided to all students through the Healthy Skills for Life program. This was an 8 week program run for all classes K-6.</p> <p>10 week Dance2BeFit lessons were provided to all classes K-6.</p> <p>Replacement of 2x airconditioners, 5 Smartboards and purchasing of 11 new computers.</p>
---	--	--



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	98	101	98	100
Girls	110	119	111	114

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	95.6	94.7	93.1
1	95.4	96.3	93.7	94.1
2	94.9	96	94.3	94.6
3	93.7	94.6	94	94
4	95.7	91	92.6	95.3
5	91.6	94.7	90.6	93.8
6	94.5	94	95	90.4
All Years	94.7	94.6	93.4	93.6
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

Student Attendance has been an important focus during 2017 and will continue to be a focus in 2018. Attendance is a regular item on our Staff Meeting agenda and attendance snippets are also included in our weekly newsletters. Clear and explicit processes are in place for staff to follow up on student non-attendance within our school. When a child returns from an absence without a note, an absence slip is sent home immediately by the class teacher. If explanations are received by phone at the office, office staff record on slip and give to the teacher who will update the absence in ebs4 and make a note in Student Notes that a phone call was received. Phone calls are made to families regarding attendance, including positive phone calls where improvement has been shown. Letters are

sent home to parents of students whose attendance is a concern by the Attendance Officer. Regular contact is made with the HSLO.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	1

*Full Time Equivalent

We have a 0.8 Instructional Leader position.

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The expenditure of school Professional Learning funds was aligned to our school targets and priorities. Throughout the year staff participated in a range of Professional Learning (PL). Many weekly PL sessions were around compliance, system and process understanding such as ebs4, PDPs, School Planning, Milestones and Self-assessment and the updated attendance procedures.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	221,213
Revenue	2,427,967
Appropriation	2,340,172
Sale of Goods and Services	23,183
Grants and Contributions	63,145
Gain and Loss	0
Other Revenue	0
Investment Income	1,467
Expenses	-2,354,944
Recurrent Expenses	-2,354,944
Employee Related	-2,074,517
Operating Expenses	-280,427
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	73,023
Balance Carried Forward	294,236

At the commencement of each year, the school budget committee comprising of the SAM, Principal and 2 staff members, meets to discuss the allocation of funds to ensure a fair and equitable approach to teaching, learning and support across the school.

The balance carried forward includes money held on behalf of third parties such as OOH and WSLA as well as the school and community funds.

The school is awaiting approval and/or quotes from Asset Management Unit for projects which requires money to be held over including: covered walkway (\$51000), completion of the Yarning Circle (\$1500), replacement of damaged basketball posts (\$8000) and synthetic grass playground spaces (approximately \$25000 to supplement contributions from the P&C).

Funds have also been put aside for the following expenditures set to occur during 2018:

- Funding of SLSO to continue Intervention programs with loss of Integration Funding Support. (\$37000)

Focused PL, linked to our school plan, included TEN and Building Blocks Mathematics, the use of the Literacy and Numeracy Continuums, Number Talks, Writing CTJ and the effective use of interventions within the classroom. Staff attended a range of external professional learning including L3 and PBL.

School Staff Development Days (SDD) included compliance training of child protection, CPR and anaphylaxis as well as school planning. Our Term 2 SDD was a combined event with all WSLA schools, including non-teaching staff, on Aboriginal Education held at Myuna Bay. Other key focuses of SDDs included PBL and External Validation. The 2nd SDD in Term 4 was rescheduled to run over 2 afternoons during the year where staff undertook Mathematics Professional Learning (TEN – K–2, Building Blocks – 3–6).

In Week 6 of Terms 2 and 3, all WSLA staff were also involved in combined Professional Learning sessions at various schools.

Non-teaching staff attended training relevant to their role such as the use of interventions in the classroom. Non-teaching staff also accessed external PL including SASS conferences.

In 2017 we had 2 staff members gain accreditation at Proficient. All other staff members are proficient.

- Replacement of final 3 SmartBoards in permanent classrooms with BENQ touchscreens (\$15000)
- Upgrade air conditioners in 5 classrooms (\$10000)
- Air conditioning system in Admin (awaiting quote from AMU due to asbestos presence)
- Set up of a meeting room – furniture and technology (\$6000)

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	1,605,435
Base Per Capita	31,941
Base Location	0
Other Base	1,573,494
Equity Total	345,236
Equity Aboriginal	30,639
Equity Socio economic	196,639
Equity Language	0
Equity Disability	117,959
Targeted Total	61,158
Other Total	242,967
Grand Total	2,254,796

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.

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 2017, our % of students in the top two bands in Year 5 Reading increased to 30.56% from 14.29% in 2016.

The % of students in the top two bands in Year 3 Reading stayed consistent with 39.29% in 2017 and 40% in 2016.

In 2017, our % of students in the top two bands in Year 3 Numeracy increased to 25.93% from 11.54% in 2016.

The % of students in the top two bands in Year 5 Numeracy increased to 20% in 2017 from 3.70% in 2016.



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. During 2017 students, staff and parents completed the Tell Them From Me surveys.

During Semester 2, 2017 we underwent the school planning process which involved students, staff and parents participating in a survey completing an X chart identifying: Things to keep, Things to Change, Things to Go and New Ideas for the school. The results of these surveys assisted us to shape the direction of our 2018–2020 school plan.

Across the school parents overwhelmingly enjoy the range of extra curricula activities that we offer including: band, StarStruck, drumming, sporting programs and the school concert. Parents strongly value the Class Dojo points, relating to the end of term Reward Days and feel they have a positive impact on student behaviour and wellbeing. Parents were also impressed with the latest forms of communication between home and school including our Facebook page and the use of the Seesaw app.

Students felt that the following aspects to life at Wyee PS was what made the school stand out from others: extra-curricula opportunities, excursions, coding resources, PBL, the broad range of technology, cultural programs, the introduction of an SRC and the teachers.

Staff felt that they make a difference to student achievement of outcomes through the systems and processes in place to support staff and students such as: collaborative planning, data talks, targeted interventions and consistency across all classrooms with behaviour management including the use of Class Dojo. Staff feel they contribute to the emotional wellbeing of students through the extra-curricula opportunities provided both within class time and beyond, the amount of SLSO support given in all classrooms each week, PBL, the use of Seesaw to involve parents in student learning and celebrating their successes.



Policy requirements

Aboriginal education

Aboriginal perspectives have been embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues.

All Aboriginal students developed a PLP in consultation with their parents/carers, their teacher and a representative from the AECG. All Year 6 students had their PLPs entered on M–Goals.

All staff participated in a combined Staff Development Day with all WSLA schools around Aboriginal Education. The day focused on how we can work together to improve the outcomes for all Aboriginal students in all our schools and promote an awareness of Aboriginal culture across our wider community.

The spending of our allocated Aboriginal Equity funding has been outlined previously in this report. Some of the key highlights of our Aboriginal Education programs for 2017 were:

- Cultural programs including learning the Didgeridoo and Aboriginal dance.
- Establishment of the BroSpeak and SistaSpeak groups.
- NAIDOC celebrations involving all students K–6, parents and community members and students from the local high school.
- Continued work of the WSLA Aboriginal Education team across the community of schools including the inaugural 'Jarjum Soar' cultural day at Myuna Bay.
- Training of 2 staff in Stronger Smarter.
- The use of the Yarn Up forum to consult with our local community to identify future directions and also to plan for the Learning Circle.

Multicultural and anti-racism education

The school maintained a focus on Multicultural Education by integrating perspectives into teaching and learning programs that developed the knowledge, skills and attitudes in students for a culturally diverse society.

During Harmony Day the students participated in a variety of activities promoting tolerance, cooperation and respect around the theme that 'Everyone Belongs'. Students were divided into groups and rotated around the activities.

One staff member completed face to face and online training in the role of the school's Anti-Racism Contact Officer.