

Wyong Public School

Annual Report



2017



3527

Introduction

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

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

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Principal

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School background

School vision statement

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 L

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

Our self-assessment 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:

Strategic Direction 1

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

Purpose

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>NAPLAN (all students) data shows an increase in expected growth in reading, writing and numeracy when measured as an average across each last three year period.</p> <p>PLAN data indicating students working towards or at and above expected levels.</p> <p>Staff members develop a PDP with identified professional goals and evidence of achievement.</p> <p>Increase in student satisfaction surveys.</p>	<p>Professional learning funds \$24500</p> <p>School equity funds used to support PDP's and staff collection of data \$10000</p>	<p>Some strong areas of growth recorded for students in Numeracy and in reading. ATSI students recorded some growth comparable to the state averages and targets.</p>

Next Steps

Quality teaching framework to be re-introduced throughout the year, along with the continuation of Focus on Reading and L3 pedagogies and programs. Executive staff to work closely with stages in all areas of teaching, learning and assessment.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Staff and student knowledge of PBL tools. Community's knowledge of the school's rules, motto and PBL expectations strategic directions. Students attending end of term reward days. (TTFM) Tell Them From Me and Quality of Life Surveys</i>	Release time for executive staff and teachers to implement strategies and resources to support the program. \$20000	Professional learning offered to staff in the PBL team to support implementation of plans, along with student involvement in PBL programs and expectations across the school and reward days.

Next Steps

PBL embedded into classrooms K–6, and the introduction of new mascots for the school following K–6 assembly. Focus on gaining valuable community and student feedback on the program and resources used to implement PBL..

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Evidence that the schools partnerships with the community are being successfully implemented, resourced strongly and the programs embedded in the school culture.</i> <i>Consistent high levels of student engagement, learning and well-being as a result of meaningful, relevant and quality community partnerships and consultation as measured from school evaluations and participation.</i>	Community liaison officer \$20000; and Community engagement officer \$40000; Executive released to support programs and improve attendance and community engagement.	Strong support and engagement from local businesses to build ties with the school and broader community. Increased attendance data can be attributed towards clearer systems in place for students and families and community engagement in the school to support students.

Next Steps

Our community engagement role has been reduced as the systems implemented have demonstrated sustainability across the school. Community liaisons have been continued to support families (engagement and attendance) and strategies in place to introduce new sponsorship to the school to link with student learning and such events as career days / university STEM activities and parental programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$107000.	Aboriginal education officer working in classrooms across the school to support literacy, numeracy, student engagement, attendance, culture, professional learning and parental engagement. ASLO employed to support identified students K–6; and key use of funds to improve student knowledge of Aboriginal education K–6; and in the wider NGARA AECG and Wyong Learning community.
English language proficiency	\$12981.	Teacher employed 2 days a week to support newly arrived students and identified students and families in literacy, numeracy and integration into school.
Low level adjustment for disability	\$231000.	Executive's released from class to support quality teaching and learning; student welfare needs; Learning Support for students, staff mentoring; PDP implementation, classroom staff in mentoring, class visits, student / parental engagement and needs.
Quality Teaching, Successful Students (QTSS)	\$55000.	Teachers released to support mentoring; teaching and learning; PDP; data collection for EAfS; FOR training for staff / executive; collaborative planning and assessment tracking and collection.
Socio–economic background	\$368000.	Additional LAST time provided to support students; Executive time as previously reported; additional training and development funds used to support L3 / Focus on Reading implementation; Clerk employed to support staff in terms of technology teaching and learning; additional support for school administration, school assets, health and safety requirements, technology issues. Additional SASS time planned to support school infrastructure / school admin and maintenance of the school and resources.
Support for beginning teachers	\$25639.	Key staff received funding to support beginning and temporary teachers. Key training included release time with executives and teachers to team teach / peer teach; planning time with executive to support teaching and learning and assessment; attend training and development courses.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	259	252	253	231
Girls	250	242	221	208

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.1	93.6	93.1	93
1	93.9	91.4	95.2	91.8
2	92.4	93.5	91.9	94.1
3	92.9	92.4	91.6	92.3
4	93.7	92.2	93.6	93.2
5	94.5	94.1	93.3	93.6
6	91.3	94	93.4	93.3
All Years	93.1	93.1	93.2	93.1
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

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.36
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.32
Other Positions	0

*Full Time Equivalent

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

Delete text not required.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

During 2017 professional learning was heavily utilised for Focus on Reading and the EAFS strategy K–2 in L3. These two areas utilised over 90% of all teacher professional learning funds to ensure all staff were trained in these programs and pedagogies. Two assistant principals trained in Focus on Reading and our Instructional Leader led the L3 initiative with both assistant principals in K–2.

Several staff received beginning teachers funds for aligned training and development in reference to their personal plans.

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	264,803
Revenue	4,578,586
Appropriation	4,337,910
Sale of Goods and Services	5,728
Grants and Contributions	233,014
Gain and Loss	0
Other Revenue	0
Investment Income	1,934
Expenses	-4,528,382
Recurrent Expenses	-4,528,382
Employee Related	-4,013,891
Operating Expenses	-514,491
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,204
Balance Carried Forward	315,006

	2017 Actual (\$)
Base Total	2,845,006
Base Per Capita	72,440
Base Location	0
Other Base	2,772,566
Equity Total	720,410
Equity Aboriginal	107,632
Equity Socio economic	368,252
Equity Language	12,981
Equity Disability	231,545
Targeted Total	121,540
Other Total	378,133
Grand Total	4,065,088

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.

Financial summary equity funding

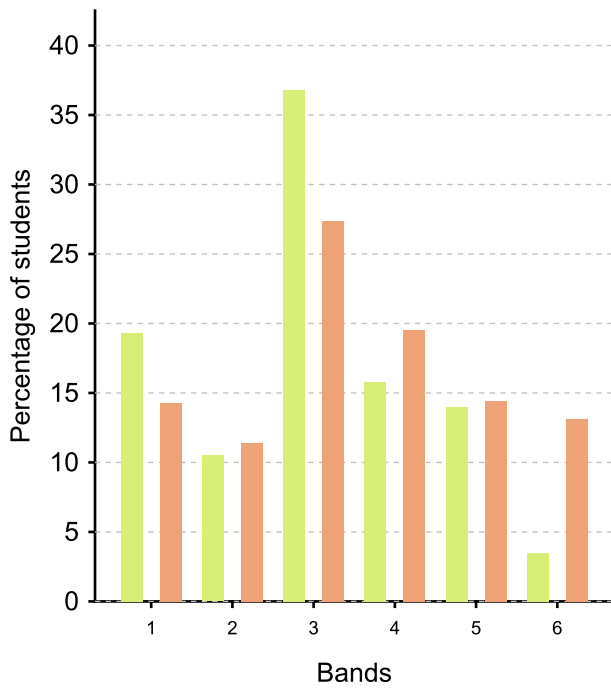
The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

School performance

NAPLAN

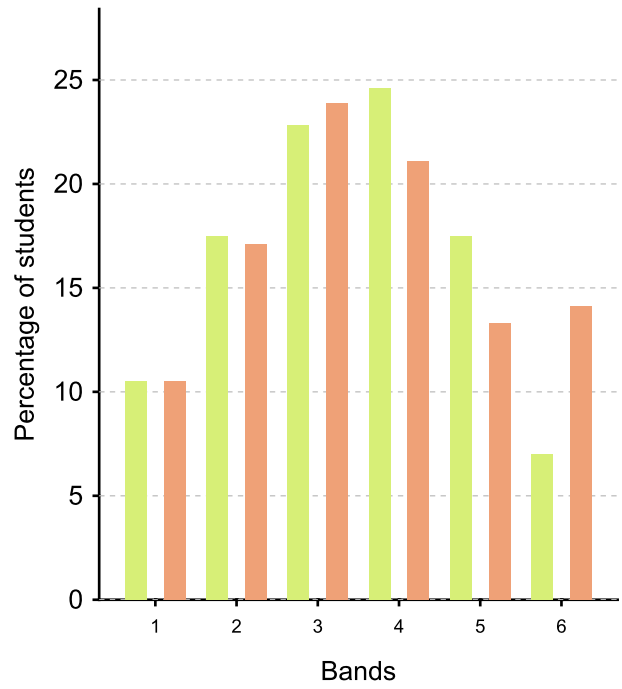
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



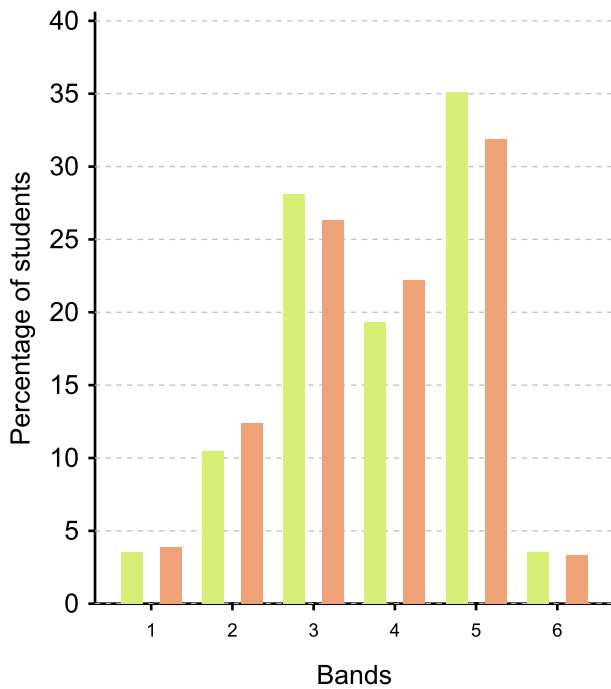
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



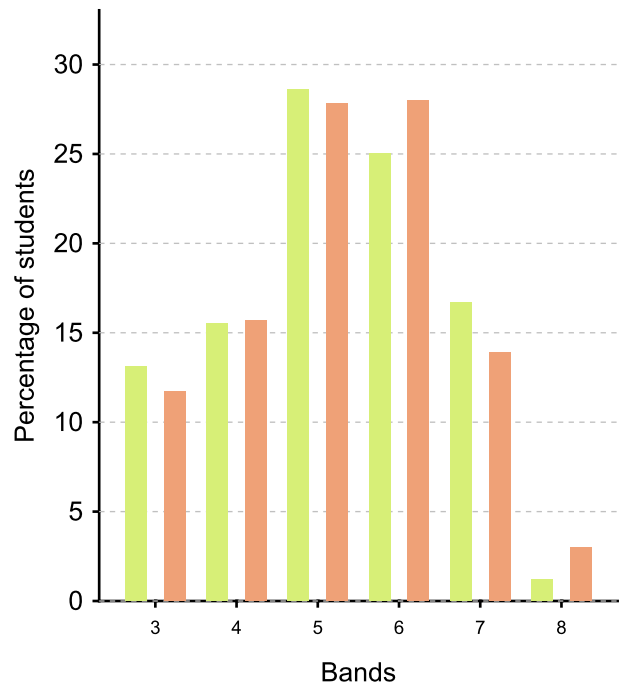
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



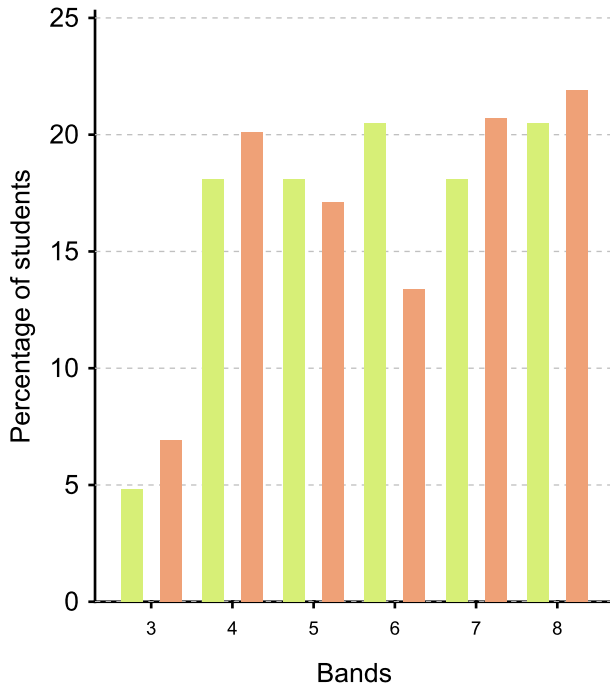
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



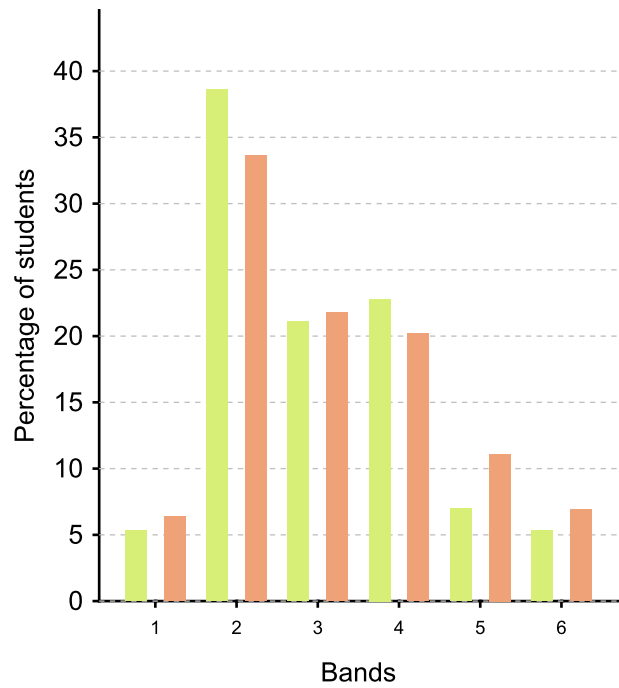
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



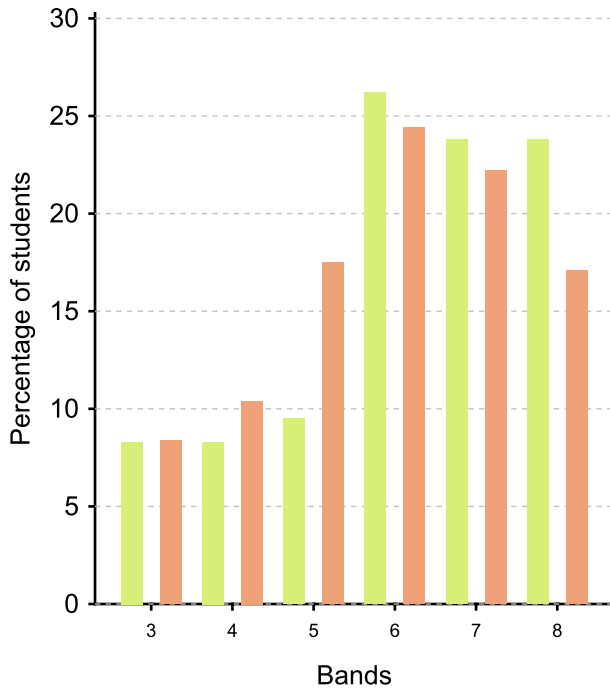
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy



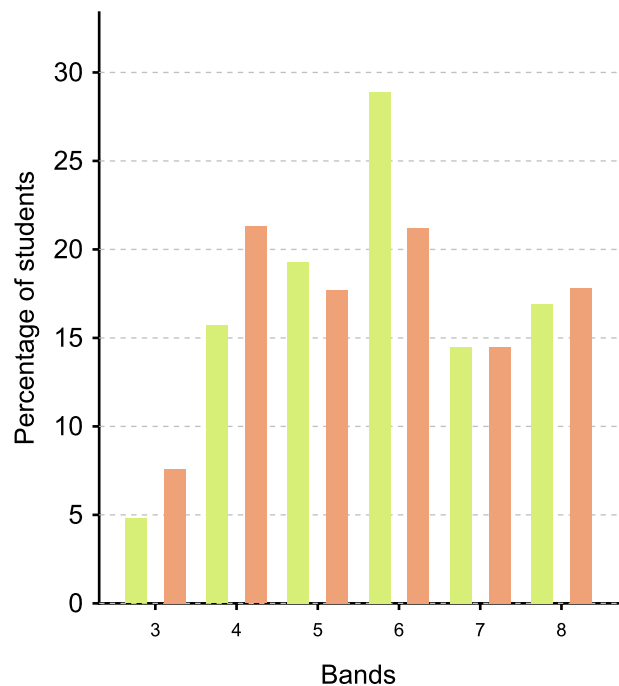
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

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.>

25% of Aboriginal students were in the top two bands

for reading and spelling; while 12.5% were in the top two bands for Numeracy. Through school funding we support all Aboriginal students with PLP's, in class support and additional programs with the local High School, to focus on academic, culture and personal goals.

Parent/caregiver, student, teacher satisfaction



Policy requirements

Aboriginal education

Wyong Public School Management Plan incorporates Aboriginal Education as a priority area within the school plan. A high level of commitment is upheld in improving academic performance for Targeted Aboriginal students by providing students with an Instructional Leader, Learning Assistance Support Teachers, and programs such as Reading Recovery, First Spelling Program, Aboriginal Contact Teacher, Aboriginal Education Officer and Aboriginal SLSO support. All students have Personalised Learning Pathway Plans developed with Teachers, AEO and their families. Wyong Public School has a Partnership Agreement with Ngara Aboriginal Education Consultative Group. Wyong Public School Acknowledges the Traditional Custodians of the Land at Staff Development Days, meetings, assemblies and special days. Aboriginal parents and Elders volunteer in the classrooms, school programs and Aboriginal Cultural Days. All students have access to the Ngara Choir, Koori Choir, Aboriginal Education Room Artefacts, Gandu Garden and Didgeridoo Group. The Ngara Choir consists of two Learning Communities where they perform within their school and the wider community at Apology Day, Sorry Day, Reconciliation Week, NAIDOC Week, NATSI Children's Day and Ngara Assembly of Excellence.

We had a S2 and S3 student in the NAISDA Dance Group auditions at Kariong they were successful and performed at the Central Coast Dance Festival. K-6 students accessed the Central Coast Aboriginal Bike and Safety Program in Partnership with Ngara AECG. NAISDA Mid-Year Performance all ES1 students attended. Stage 3 Aboriginal students participated in the NAISDA Dance Workshop and performance at Wyong Art House. Wyong Public School has Partnerships with Yerin Aboriginal Health Services, Bungree Aboriginal Association, Gudjagang Ngara Li-dhi, Young Black & Ready for school, Ngara AECG, Yarran, Bura Barang Corporation, Darkinjung LALC, Nunyara Aboriginal Health Unit and Central Coast

Aboriginal Early Years Interagency support for our students and families. Wyong Public School Acknowledged and celebrated whole school assemblies for National Apology Day, Sorry Day, Reconciliation Week, NAIDOC Week and National Aboriginal & Torres Strait Islander Children's Day. Teacher's accessed resources from the AEO, I Centre and Aboriginal Room for significant days. Wyong Public School had an ES1 Teacher attend Professional Learning at CCRAECG 'Connecting to Country' a Stage 1 Teacher attended Implementing Aboriginal Education in Your School. Our Stage 3 Aboriginal students participated in the Wyong Learning Community Transition Program in Leadership and Aboriginal Art. This program was held with DoE Gosford Office Aboriginal Education Team; Nigell Millgate coordinated the Aboriginal Dance, Brett Parker Aboriginal Artist, Terry Hayek Artefacts, Leadership and Mentoring with Matt Sonter Central Coast Council, local and Regional AECG. Wyong LMG Principals were presented with a painted Didgeridoo at the Ngara Assembly of Excellence. Wyong Public School Aboriginal students were part of the Parliamentary Students, Aboriginal students also held Leadership Roles in programs across the whole school. Aboriginal students participated in the Didgeridoo Groups, Junior and Senior Dance Groups, Aboriginal Dance Group, Aboriginal Songs in Language, School Choirs, Koori Choir, Ngara Choir, Representative Sport Teams at local and National level, School Strings, School Band, Aim High Newcastle University Program, the Opportunity Classes and Selective High Schools. The Ngara AECG Assembly of Excellence Wyong Public School students performed in the Ngara Choir, Didgeridoo Group, all ES1 performance in Darkinjung Language and S3 students performed Aboriginal Dance.



Multicultural and anti-racism education

In 2017 Wyong Public School employed practices to ensure departmental policy was followed. Teaching programs included various Australian cultures and maintained a strong focus on developing understandings of differences by explicitly teaching about the many facets of what makes us Australian.

Programs were differentiated to meet the needs of our students. The school has two Anti-Racism Contact Officers (ARCOs) with current training. All staff are aware of the appropriate procedure to respond to any incident of racism in the school. Parents and students of various nationalities shared their culture and experiences with all students and staff in a brief morning assembly and class programs continue to teach the variety of programs in the syllabus documents that incorporates *this wonderful culture of Australia, to keep this country Great again.*

Students and staff were supported for 2 days per week by an 'English as an Additional Language or Dialect' (EAL/D) teacher. This was from a combination of English Language Proficiency and New Arrival Program funding. The EAL/D teacher is member of the Central Coast EAL/D Network that meets regularly to discuss policies and procedures in Multicultural Education. The number of EAL/D students at our school continued to grow. Approximately 16% of the students at Wyong Public School had a language background other than English, with a total of 32 different languages identified. EAL/D students received support in the classroom and/or individual support. 17 identified students received individual support from various backgrounds including China, The Philippines, Nepal, Bangladesh, Pakistan, India, South Korea, Vietnam, Samoa and Tonga. This allowed the students to be able to use English to access the curriculum in their classrooms. Multicultural aspects continue to be taught across the curriculum and the school celebrates significant days and events.