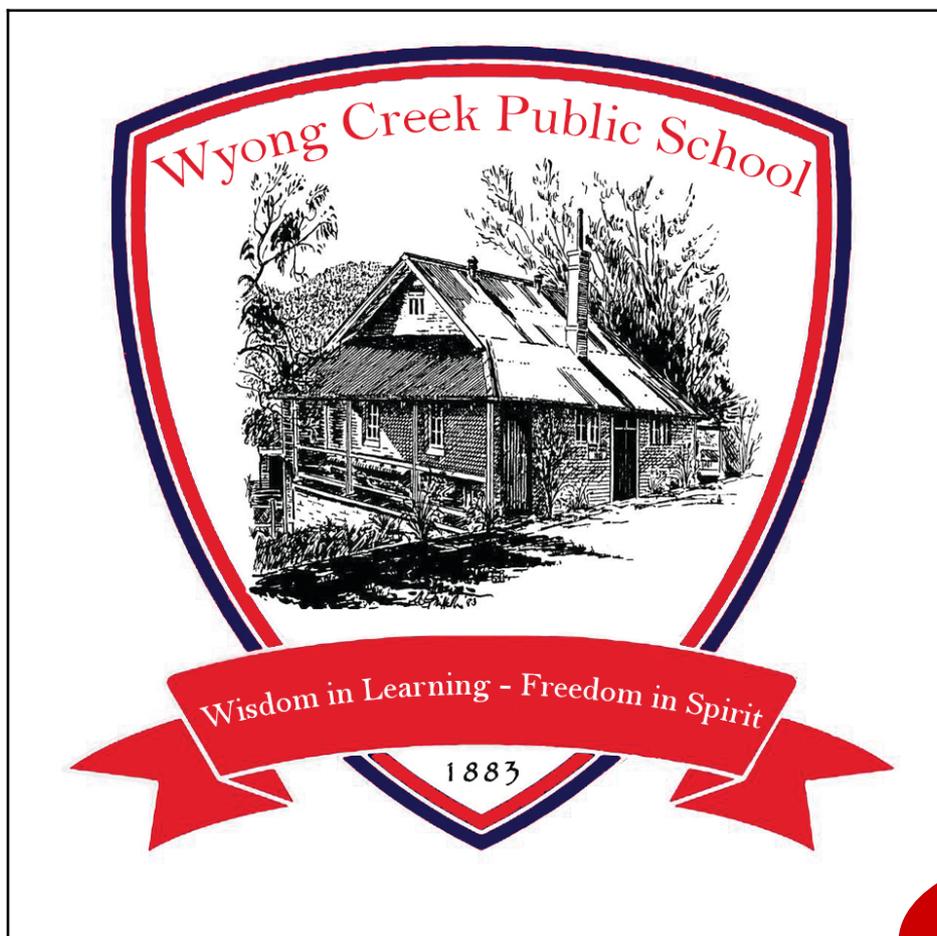


Wyong Creek Public School

Annual Report



2017



3528

Introduction

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

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

David Ireland

Principal

School contact details

Wyong Creek Public School

583 Yarramalong Road

Wyong Creek, 2259

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

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

4352 1583

School background

School vision statement

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

School context

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

As we draw to the end of our 2015–2017 we have seen many achievements and our school is moving forward. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes, such as Focus on Reading, Wyong LMG literacy strategy and our student growth framework all aim to identify, address and monitor student learning needs.

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/sef-evidence-guide>

Strategic Direction 1

Quality Learning through dynamic, Innovative Teaching

Purpose

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

Overall summary of progress

Staff have taken part in evidence based professional development ensuring that staff take a differentiated approach to all teaching tasks, developing creative and competent learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the percentage of students achieving at or beyond expected stage standard based on literacy and numeracy continuums from 90% to 100% by the end of 2017.	\$10546	FOR training and implementation, Focus on improved sentence structure K–6, development of strategic partnerships that enhance the quality of teaching all put us on track to reach this target. Towards the latter part of 2017 WCPS had a large amount of new enrolments which has skewed our data.
Increased percentage of students K–6 show growth in Numeracy whole school marking criteria by at least two markers.	\$8400	K–6 number fact program has been developed together with a whole school focus on consistent classroom practice has meant that our students have achieved this goal.
Students reflecting and reporting on the achievement of their own learning.	\$1570	Focusing on the You Can Do it keys has instilled a school wide valuing of a growth mindset. This is reflected in goals set out in 2018–2020 plan.
Aboriginal and Torres Strait Islanders students at or above stage benchmarks.	\$1200	Current achievements of our Aboriginal students is great than that of state and regional averages.

Next Steps

Differentiated and personalised learning will facilitate student engagement and outcomes will drive student improvement. Teacher capacity will be developed through focused, personalised, evidence based and engaging professional learning while teaching practices will evidence high expectations and student achievement.

Strategic Direction 2

Quality Systems and Processes

Purpose

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

Overall summary of progress

We have implemented an assessment tracking guideline to ensure all staff are assessing at the correct time throughout the year which has developed staff consistency in our assessment approach. Staff are a part of the decision making processes regarding school and stage based decisions. This has ensured that all staff have an equal input into decisions being made at Wyong Creek PS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff members achieve goals derived from Australian Professional Standards for teachers, as determined in professional learning plans.	\$1000	All staff understand the importance of identifying individual professional learning needs and develop effective professional goals, training needs and accommodations to address these individual goals.
100% of staff plot PLAN data and collect writing initiative Data every 5 weeks.	\$500	Data collection systems have been streamlined across the school. Accurate, accessible and transparent data is now evident
YCDI systems successfully embedded throughout school and this is evidenced in 100% of staff termly programs.	\$200	Students developed ownership of their own learning, leading to a deeper engagement and understanding as their role as a learner.
AITSL training and development requirements are being met by all staff.	\$4200	Our school strengthened it's ties with NGARA AECG, participating in Reconciliation week and the Wyong LMG Aboriginal Excellence Awards.

Next Steps

The school is to work collaboratively with to develop strong links with Aboriginal and Torres Strait Islander families and the local Aboriginal Education Consultative Group to implement culturally appropriate learning activities.

Strategic Direction 3

Engaging Community Partnerships

Purpose

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

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

Overall summary of progress

Continued to foster partnerships with the Wyong Learning Community and Small School Community through LMG meetings, transition to Wyong High School, professional development for staff.

Progress towards achieving improvement measures

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

Next Steps

Acknowledge the value of Developing learning partnerships with parents through improved communication.

Build professional capacity through participation in combined training opportunities/ community events. with Wyong LMG, Small Schools network and NGARA AECG.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$923	'Building Identity' project for the 19 identified Aboriginal and Torres Strait Islander students .This project involved all students connecting with their cultural background, participating in a local environmental excursion, writing a personal Acknowledgement of Country, working collaboratively with an Aboriginal artist to create a mural and building social relationships across our Learning Community. Each student, with the support of family and class teacher developed a Personalised Learning Pathway.
Low level adjustment for disability	\$8950	Additional SLSO time provided to ensure that all students with identified needs were provided with support to assist them in fully accessing the programs being implemented. Also allowed time for our LaST to organise programs for additional students as well as providing additional support to class room teachers.
Quality Teaching, Successful Students (QTSS)	\$12500	Teaching practice improved through additional support for teachers. Targeted interventions for students, based on needs led to improved student outcomes.
Socio-economic background	\$8955	Teaching practice improved through additional support for teachers. Targeted interventions for students, based on needs led to improved student outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	32	30	35	43
Girls	30	33	30	35

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	95.1	93.6	93.6
1	95	92.3	95.9	95.5
2	90.6	93.8	88.2	95.3
3	96.2	94.4	92.2	90.2
4	94.6	94.1	89.8	93.4
5	89.5	93.4	89.7	93.7
6	95	97.1	88.8	93.7
All Years	93.7	93.9	90.7	93.4
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

Delete text not required. >

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.35
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
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	0

Professional learning and teacher accreditation

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

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	87,792
Revenue	804,023
Appropriation	764,525
Sale of Goods and Services	703
Grants and Contributions	37,692
Gain and Loss	0
Other Revenue	0
Investment Income	1,103
Expenses	-787,836
Recurrent Expenses	-787,836
Employee Related	-702,886
Operating Expenses	-84,950
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,188
Balance Carried Forward	103,980

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. Regular updates on the school's financial position are provided to both the executive and the P&C.

The Finance in School's Handbook is used to guide and support the school in complying with the Public Finance and Audit Act 1983. Significant professional learning was undertaken by all staff during the year. The intended use of funds carried forward from 2017 includes technology upgrades, additional learning support funding, teacher professional development, facility and playground upgrades and additional support of teaching programs in literacy, numeracy, creative arts and STEM.

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	580,375
Base Per Capita	9,934
Base Location	0
Other Base	570,441
Equity Total	34,227
Equity Aboriginal	923
Equity Socio economic	7,049
Equity Language	0
Equity Disability	26,255
Targeted Total	81,480
Other Total	6,395
Grand Total	702,477

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

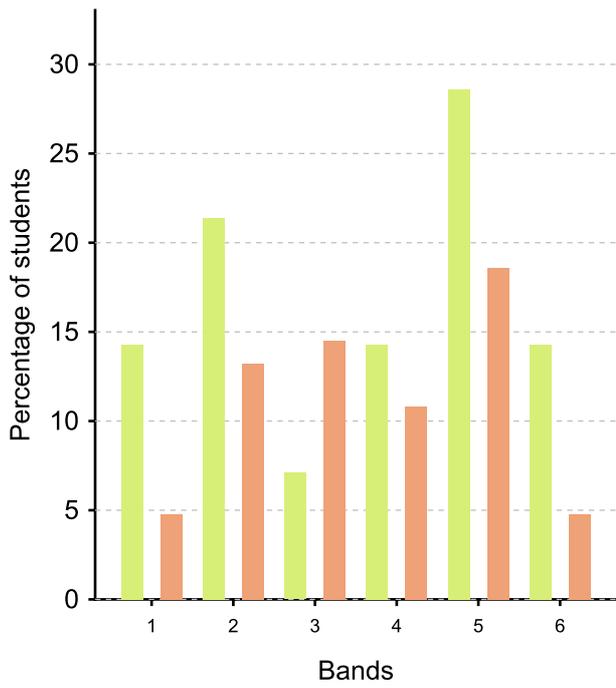
NAPLAN

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.

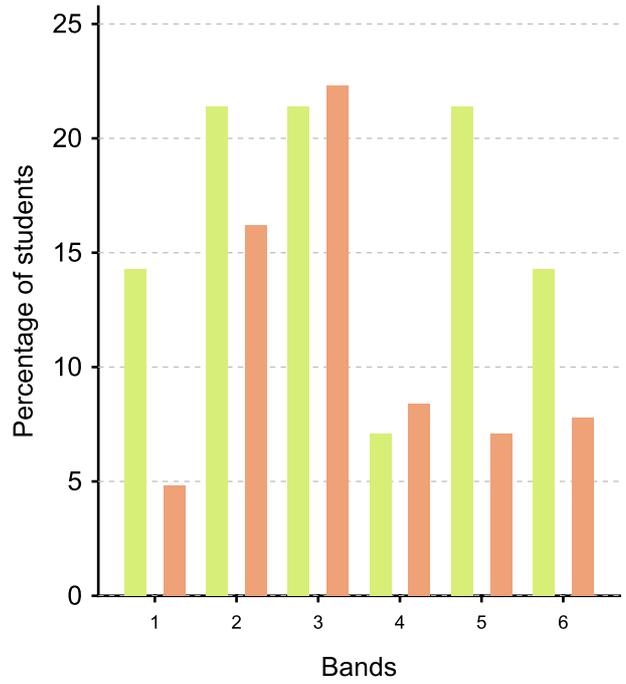
<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

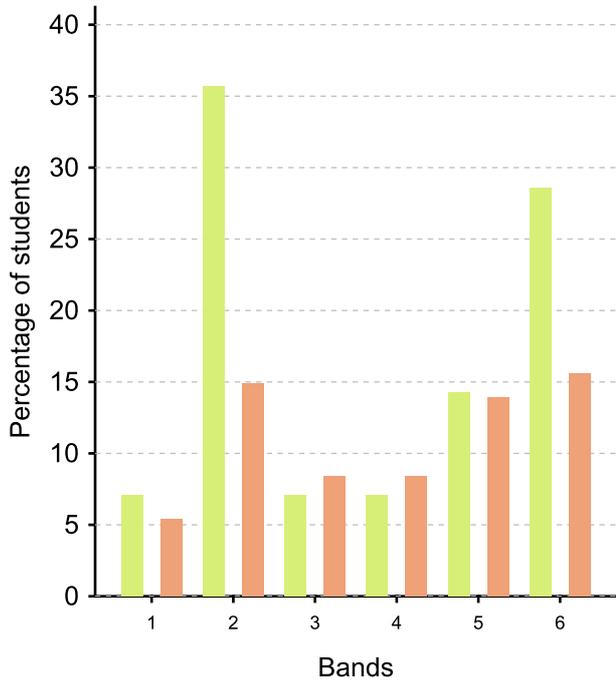
Percentage in bands:
Year 3 Grammar & Punctuation



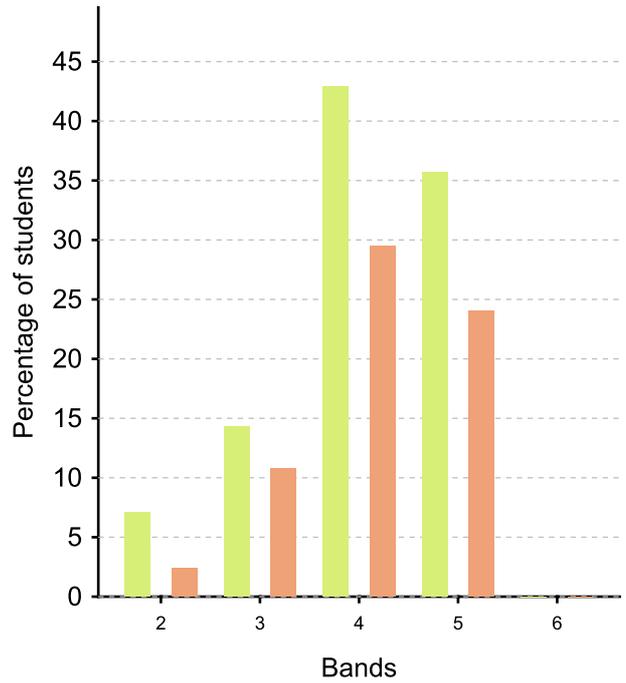
Percentage in bands:
Year 3 Spelling



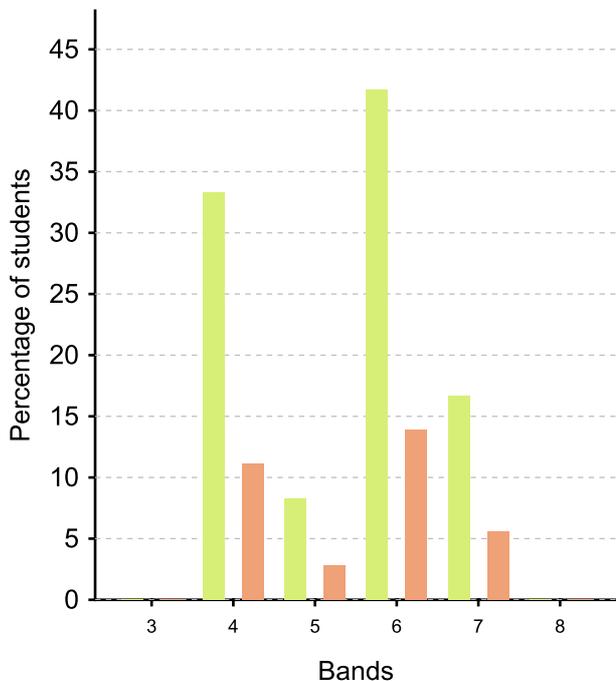
Percentage in bands:
Year 3 Reading



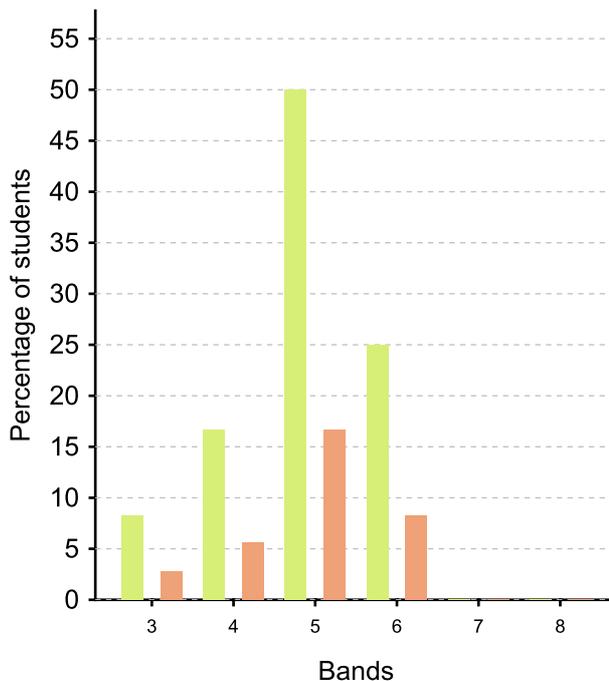
Percentage in bands:
Year 3 Writing



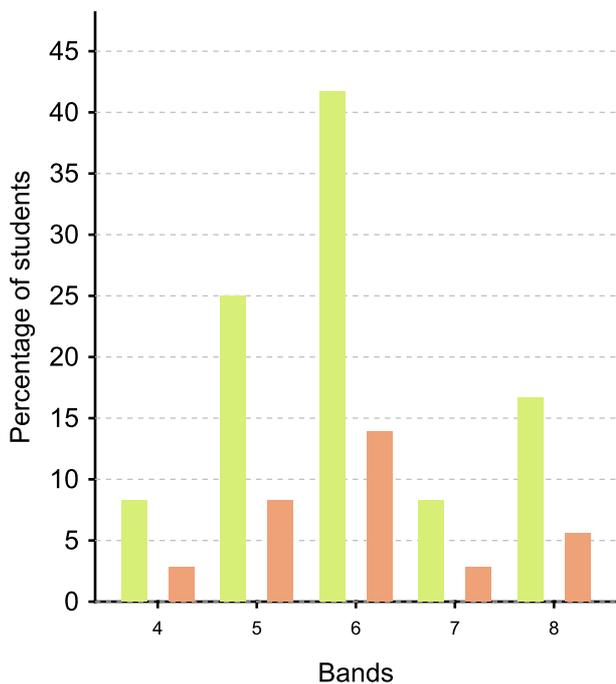
Percentage in bands:
Year 5 Grammar & Punctuation



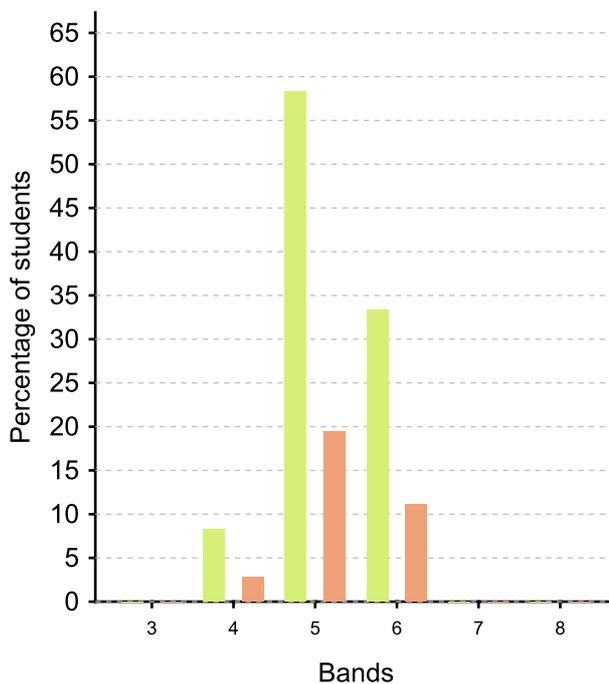
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



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

Delete text not required.

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

refer readers to the My School website:

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

Delete text not required.

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

Delete text not required.

Policy requirements

Aboriginal education

In 2017 Wyong creek Public School had 4 students who identified as Aboriginal and/or Torres Strait Islander. The school values the connection with the NGARA AECG and the Partnership Agreement which supports learning outcomes for Aboriginal students and promotes respect and understanding of Aboriginal culture. An initiative the school implemented was the Aboriginal Excellence project. The Wyong Learning Community Network Group worked collaboratively to organise an ATSI excellence assembly, beginning with a smoking ceremony. This event was attended by 100% of our ATSI students and their families and was also attended by over 50% of Wyong Creek Public School staff members.