

Wyoming Public School Annual Report



2017



4397

Introduction

The Annual Report for 2017 is provided to the community of Wyoming 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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School background

School vision statement

Wyoming Public School offers innovative educational experiences that enable students to achieve their highest standard of learning. Our staff feel respected, connected and supported by the school community and value this partnership and the role it plays in achieving our vision for each student.

School context

Wyoming Public School is located 5km north of Gosford on the Central Coast of NSW. Our diverse school population of 300 students includes 14% with Aboriginal heritage and 15% with non-English speaking backgrounds.

Our 12 mainstream classes are organised into Stage groups with our 3 Special Education classes catering for students with mild- to moderate- intellectual disability or autism.

The school has a dedicated staff and an excellent reputation for supporting students to achieve their personal best.

Positive links have been established with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2017 and beyond we look forward to maintaining strong ties with the newly-established Cooinda Local Aboriginal Education Consultative Group.

Using equity funding, the school has been able to implement programs which reflect Quality Teaching and Learning and further enhance the skills of our staff. These include individual- and group- language programs; *Language, Literacy and Learning (L3)*; *Focus on Reading (FoR)*; *Taking Off with Numeracy (TOWN)*; and *Targeting Early Numeracy (TEN)*.

In 2017 Wyoming joined the *Early Action for Success (Phase 2)* program and employed a full-time Deputy Principal Instructional Leader and a part-time Deputy Principal Instructional Leader. These positions have responsibility for leading professional learning in Literacy and Numeracy as well as supporting the analysis of data to better meet individual student need.

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 efforts have primarily focussed on Learning Culture, Curriculum and Learning, and Assessment and Reporting. The ongoing commitment of staff to create a positive learning culture for all students in collaboration with parents has been integral to our progress. Attention to individual learning needs has been another key element of our progress throughout the year. In addition to Personalised Learning Plans for all students who identify as Aboriginal or who are in Out of Home Care, all parents had the opportunity to meet with teachers to discuss their child's progress on the *Literacy Continuum K-6* and the *Numeracy Continuum K-10*. Students with additional learning needs are identified through the Learning Support Team and the National Consistent Collection of Data and their parents are involved in planning and supporting the learning directions for them.

Our primary focuses in the domain of Teaching has been on Collaborative Practice, and Learning and Development. Staff professional learning has been aligned to school priorities and professional need which is reflected in teacher Personal Development Plans. Priority programs and initiatives, including *Language Learning and Literacy*, *Focus on Reading*, *Targeted Early Numeracy* and *Taking off with Numeracy* have effectively supported and improved teaching practice resulting in increased student learning outcomes.

In the domain of Leading, our priority has been Leadership and School Resources. The school is committed to the development of leadership skills in staff and students to build capacity. This year a range of teaching staff undertook leadership roles within the school in curriculum implementation. This approach has been successful in leading the initiatives outlined in this report as well as building the capabilities of staff to create an innovative and creative school

learning culture.

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 Teaching

Purpose

To ensure that all teachers are implementing a curriculum that is rigorous, flexible and engaging to meet the needs of students.

Staff capacity is strengthened through targeted and collaborative professional learning opportunities that support the ongoing improvement of student outcomes.

Overall summary of progress

Our commitment to providing staff members with quality professional learning opportunities in literacy as part of Early Action for Success has been highly regarded. Early Stage 1 and Stage 1 teachers report that participation in the professional learning of Language, Learning and Literacy (L3) has resulted in significant change to teacher practice and its implementation has had a high impact on student learning.

Following feedback from staff on the effectiveness of the collegial observations held in 2016 this process was extended to incorporate school supported Quality Teaching Rounds in 2017. All staff involved report that participation in the process has resulted in an increased focus around the Quality Teaching documents and that feedback provided assisted in the ongoing evaluation of Personal Development Plans.

Data analysis and mapping of student progress using the Literacy and Numeracy Continuums continued to be refined throughout the year. Stage teams were released with the support of the Instructional Leader to strengthen understanding of student performance in each cluster. Feedback from staff indicates an increased confidence when using the continuum and PLAN software to target individual student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff participate in the planning of the school's and their own professional learning based on identified need. Qualitative and quantitative data indicate that 100% of staff feel the professional learning they have participated in was worthwhile and led to improved student learning outcomes.		<p>100% of staff engaged in the planning of professional learning needs for 2017 through mapping school achievements and areas for improvement in the <i>School Excellence Framework</i>.</p> <p>Priority areas of Literacy and Numeracy were established with Wyoming Public being included as a Phase 2 <i>Early Action for Success</i> School.</p> <p>Although staff report an increased confidence when using the <i>English as an Additional Language or Dialect (EALD) Learning Progressions</i>, ongoing support continues to be identified as a priority due to a significant increase of student numbers for whom English is not their first language.</p> <p>Qualitative and quantitative data indicate that positive changes to teaching practices have been established when using the Literacy and Numeracy Continuums and that this is having a positive impact on student learning.</p>
100% of teaching programs demonstrate high expectations, explicit teaching and effective feedback.		The revised Wyoming Public School Supervision policy was successfully implemented with feedback confirming that it supports the inclusion of high expectations, explicit teaching and effective feedback across all classrooms.
100% of K–6 staff indicate an increase of knowledge and		Stage teams were released with the support of the Instructional Leader to strengthen understanding of

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
confidence when tracking students on the continuum for Literacy and Numeracy.		student performance in each cluster. Feedback from staff indicate an increased confidence when using the continuum and PLAN software to target individual student learning.

Next Steps

Establish an EALD team to raise awareness of the needs of students and families to the school community and continue to support the professional learning of staff using the EALD Learning Progressions.

Establish a School Policy Team to review current processes of induction in line with the Australian Professional Teaching Standards and Great Teachers Inspired Learners reform.

Introduce the Literacy and Numeracy Learning Progressions through participation in professional learning and support using the PLAN 2 software.

Embed processes of Quality Teaching Rounds into school culture through participation in formal training through University of Newcastle.

Strategic Direction 2

Quality Learning

Purpose

Students, teachers and parents will be learning partners and develop the capacity to effectively collaborate and communicate ideas leading to the achievement of highest individual standards. Students will leave Wyoming Public School equipped to embrace and deal with the opportunities and challenges they face.

Overall summary of progress

Quality partnerships between teachers, students and parents continues to be a high priority for Wyoming Public School. In 2017, all teachers conducted PLAN meetings during Terms 1 and 3 where parents were invited to review their child's progress using the Literacy Continuum K–6 and the Numeracy Continuum K–10. These were conducted to encourage a joint understanding of expected student achievement and a shared responsibility for continued growth.

This initiative has had significant support of parents with the majority participating in face to face meetings. For those who were unable to attend in person phone interviews were provided as an alternative. Feedback from staff indicate that although the meetings were time consuming they felt that it was a great way to establish relationships and understanding of curriculum. Open classrooms were also offered in Term 2, and 4 to support parent curriculum knowledge. Moving into 2018, 3-way interviews (teacher, parent and student) linked to the new Literacy and Numeracy Progressions will be trialled.

Individual support to students experiencing difficulty in literacy and numeracy was identified as an area of need through our inclusion as an Early Action for Success (Phase 2) school. The introduction of a 3 tiered model of intervention commenced in Early Stage 1– Stage 1 during Term 1 and was extended to Stage 2 and 3 in Terms 3–4. This model combined with data analysis and continuum mapping has been highly successful with many students now well above minimum standard.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of all students in top 2 NAPLAN bands for reading and numeracy – Year 3 reading above 44% Year 5 reading above 28% Year 3 numeracy above 8% Year 5 numeracy above 16%		30% of Year 3 in top 2 bands for NAPLAN Reading 15% of Year 5 in top 2 bands for NAPLAN Reading 19% of Year 3 in top 2 bands for NAPLAN Numeracy 10% of Year 5 in top 2 bands for NAPLAN Numeracy
60% or more of students in years 5 and 7 to equal or exceed expected growth in NAPLAN Reading and Numeracy with the average scaled score growth exceeding that of state.		56% of Year 5 exceeding expected growth in NAPLAN Reading Average scaled score 13 points above state 40% of Year 7 exceeding expected growth in NAPLAN Reading Average scaled score 13 points below state 51% of Year 5 exceeding expected growth in NAPLAN Numeracy Average scaled score 14 points below state 60% of Year 7 exceeding expected growth in NAPLAN Numeracy

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% or more of students in years 5 and 7 to equal or exceed expected growth in NAPLAN Reading and Numeracy with the average scaled score growth exceeding that of state.		Average scaled score 17 points below state

Next Steps

Introduce the Literacy and Numeracy Learning Progressions by participating in professional learning and support using the PLAN 2 software.

Trial 3–way interviews (teacher, parent, student) linked to the new Literacy and Numeracy Progressions.

Extend open classrooms to 1 per term with parent information curriculum sessions being held prior to the day.

Embed role of Intervention Teacher to provide support to students not achieving expected outcomes across K–6.

Strategic Direction 3

Quality Partnerships

Purpose

To promote a sense of connectedness between staff, students, parents and community in order to achieve our vision for each student.

Overall summary of progress

Building of community spirit and a sense of connectedness between staff, students and parents as well as between schools in the local management group is valued as an important aspect to engaging students with learning.

The ongoing success of our Headstart Kindergarten transition program continues to be evidenced through increased Kindergarten enrolments, high levels of attendance and positive feedback from parents attending information sessions. Early attention to individual speech and language needs has been an integral part of this process through screening sessions with a Speech Pathologist. Where required, programs are provided to families as well as delivered at school. Re-screening throughout the Kindergarten year indicates that many difficulties are rectified, with those requiring further intervention being referred to our language program.

The employment of a Partnerships Officer to provide opportunities for all parents to participate in a wide variety of activities that promote learning, engagement and well-being continues to be a successful strategy. In 2017, the Partnerships Officer coordinated a careers expo where students and families had the opportunity to seek advice from representatives of many workplaces. In Term 2 Wyoming Public partnered with TAFE outreach to provide the course A Taste of Community services at a significantly subsidised rate. Following on from its success a Barista course was offered in Term 4 with high numbers of parents attending.

Wyoming Public School staff have actively engaged in all network meetings and activities within the Valley Schools Learning Community. Partnerships have been strengthened with partner High Schools with students participating in lessons conducted by High School teachers both at Wyoming and in the high school setting.

Ties with the Cooinda Aboriginal Education Consultative Group (AECG) continue to be strengthened with strong representation at meetings as well as participation in the Annual Award presentation held during term 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 75% parent attendance at PLAN teacher meetings in Term 1 and 3.		Average parent attendance of 77% at PLAN teacher meetings. Highest attendance rates seen in Early Stage 1, Stage 1 and Stage 3.

Next Steps

Continue to encourage parent representation at Cooinda Local AECG meetings.

Provide increased opportunity for parents to engage with curriculum through the PaTCH program.

Provide increased parent opportunity to engage with curriculum through providing short information sessions on Key Learning Areas.

Continue to build partnerships with TAFE outreach.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$54 887 • Aboriginal background loading (\$13 721.75)	<p>All students have a Personalised Learning Plan written in collaboration with teaching staff, parents/carers and the student. Through mentoring support by the Aboriginal Education Worker, student performance is similar to the whole school population.</p> <p>Aboriginal Education Worker communicates with parents of Aboriginal students to inform and invite them to school and cultural events. School representation has occurred at each AECG meeting with parent representation at events supporting cultural development. Aboriginal Education Worker provides opportunities for students to engage in cultural activities and cultural knowledge in collaboration with parents.</p> <p>Survey data indicates that 100% of all Aboriginal students have had contact with the Aboriginal Education Worker during the 2017 school year for at least one of the following: attendance follow-up, contact point between home and school, mentoring and PLP support.</p>
English language proficiency	\$13 926 • English language proficiency (\$3 481.50)	<p>All students who identified that English was not their first language or dialect are plotted on the <i>EALD Learning Progression</i> and case-managed through Learning Support Meetings.</p> <p>School Learning Support Officer employed to implement Language support program monitored by Learning and Support Teacher with progress being made by all students.</p> <p>Students identified as being eligible for the <i>New Arrived Program</i> supported in their English language development through the employment of a teacher to provide individual support and work with teachers on differentiating classroom programs.</p> <p>4 Teachers successfully completed <i>Teaching English Language Learners (TELL)</i> course.</p>
Low level adjustment for disability	\$117 368 • Low level adjustment for disability (\$29 342.00)	<p>Speech Pathologist employed to screen K–2 and Headstart students for language development difficulties with a classroom teacher employed to implement Language intervention programs.</p> <p>School Learning Support Officer employed to support students identified through <i>National Consistent Collection of Data</i> and the Learning Support Team as being “at risk” and implement individual learning programs.</p>
Quality Teaching, Successful Students (QTSS)	\$26 917	All teaching staff provided opportunity to participate in 2 rounds of collegial observation rounds.

Quality Teaching, Successful Students (QTSS)	\$26 917	All staff involved report that participation in the process has resulted in an increased focus around the Quality Teaching documents and that feedback provided assisted in the ongoing evaluation of Personal Development Plans.
Socio-economic background	\$253 836 • Socio-economic background (\$63 459.00)	<p>Experienced classroom teacher employed to provide professional learning, mentoring advice and team teaching support to all teachers. All staff report that this strategy has resulted in a high level of engagement from students and that they have felt a high level of support through professional learning.</p> <p>Experienced classroom teacher employed to coordinate transition program for students in the year prior to school. All students who participated in the program commenced Kindergarten familiar with classroom routines and learning expectations.</p> <p>Partnerships Officer communicated with parents to engage in short courses that can be used as a platform to paid employment. Feedback from the community attests to the positive relationships and increased engagement to the school parents have formed through these courses.</p>
Support for beginning teachers	\$13 378 • Support for beginning teachers (\$4 378.25)	<p>Experienced classroom teacher employed to provide professional learning, mentoring, accreditation guidance and team teaching support.</p> <p>Beginning teachers identify that they have been provided with high levels of mentoring and professional learning support relevant to their career stage.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	157	152	167	168
Girls	149	138	162	178

Wyoming Public School continues to enjoy strong growth in student numbers due to increased community recognition of the quality of programs offered.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	94.3	95.1	95.2
1	93.6	94.1	91.8	94.2
2	95.3	91.9	93.6	92.6
3	94.5	94.2	94.4	93.1
4	95.9	93.2	95.3	95
5	94.5	93.4	92.6	94.3
6	95	94	94.1	92
All Years	94.9	93.6	94	93.8
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

Wyoming Public School continues to match State Department of Education attendance data.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.01
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.92
Other Positions	0

*Full Time Equivalent

In addition to our Aboriginal Education Worker we have 2 permanent staff members who identify as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	68
Postgraduate degree	32

Professional learning and teacher accreditation

Teaching and support staff undertook a wide range of professional learning activities during 2017.

All staff participated in five School Development Days during which they completed training in grammar; effect size; Google Apps and the Literacy and Numeracy continuum as well as mandatory training in child protection; code of conduct; fraud and corruption and CPR/Anaphylaxis.

Early Stage 1 and Stage 1 teachers completed intensive training in Language, Literacy, Learning (L3) as well as Targeted Early Numeracy (TEN).

Stage 2 and 3 teachers completed training in Focus on Reading (FoR) and Taking off with Numeracy (TowN).

The total spend for professional learning at the end of the school year was \$28 322 These funds are allocated to the school as a tied grant and equate to an average expenditure of \$1180 per teacher.

In 2017 Wyoming Public School had 6 accredited teachers

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	190,593
Revenue	4,180,855
Appropriation	4,047,490
Sale of Goods and Services	2,788
Grants and Contributions	129,594
Gain and Loss	0
Other Revenue	0
Investment Income	982
Expenses	-4,054,599
Recurrent Expenses	-4,054,599
Employee Related	-3,737,846
Operating Expenses	-316,754
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	126,255
Balance Carried Forward	316,849

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	2,282,018
Base Per Capita	54,880
Base Location	0
Other Base	2,227,138
Equity Total	440,017
Equity Aboriginal	54,887
Equity Socio economic	253,836
Equity Language	13,926
Equity Disability	117,368
Targeted Total	570,660
Other Total	640,928
Grand Total	3,933,623

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 accordance with the Premier's Priorities improving education results, schools are required to report their student performance for the top 2 NAPLAN bands in Reading and Numeracy. The percentage of students in the top 2 bands for Year 3 Reading was 30% and 19% for Numeracy. The percentage of Year 5 for Reading was 15% and Numeracy 10%.

Another reporting requirement for the State priorities: better services – improving Aboriginal Education Outcomes is for schools with significant numbers of

Aboriginal Students to report the percentage of Aboriginal students in the top 2 NAPLAN bands. Wyoming Public School has less than 10 students in each cohort and therefore the data is unable to be reported on.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school through the *Tell Them, From Me Survey*. Their responses are presented below:

A majority of parents feel welcomed at the school (8/10) and believe that the school supports their child's learning (8/10), behaviour (9/10) and safety (8/10).

Students of Wyoming value school outcomes (97%), try hard to succeed (90%) and have positive teacher–student relations (9/10).

Teachers rate the school as having high levels of collaboration (8/10), strong leadership (8/10) and that parent involvement in high (8/10).

Policy requirements

Aboriginal education

Wyoming Public School implements the *Aboriginal Education and Training Policy*. School programs support our goal of Aboriginal equity in opportunities and achievements.

In 2017, the school Aboriginal Education Team revised the *8 Ways of Learning* program with all staff during a professional learning afternoon. Feedback from staff indicates that the strategies are easily embedded within regular teaching and learning programs and that they feel confident when embedding Aboriginal perspectives across all subjects.

Wyoming Public School joined with selected Aboriginal students from Narara Valley High school to celebrate NAIDOC. A highlight of this event was an Aboriginal cultural performance and the playing of traditional games. This supplemented a day of special in–class activities with a strong Aboriginal focus.

Multicultural and anti-racism education

Our diverse school population is acknowledged and supported by reinforcing the principles of accepting differences and valuing the contribution of all community members. Class programs and school activities actively uphold these principles. Students study units of work about different cultures and inclusive school practices promote acceptance and act to counter racism across the school. Harmony Day is celebrated with students sharing food, traditions and cultural costumes.

The school has a trained Anti–Racism Officer (ARCO) who deals with any reported incidents of racism. The role of this position is promoted during staff Professional Learning sessions and student assemblies.