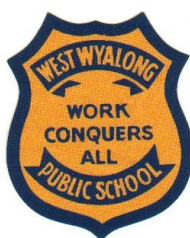


West Wyalong Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of West Wyalong Public School as an account of the school's operations and achievements throughout the year.

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

Lyn Barnes

Principal

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School background

School vision statement

At West Wyalong Public School we are committed to provide quality education within an inclusive, engaging and challenging learning environment allowing students to connect succeed and thrive.

There is an expectation that community, parents, teachers and students will work together, striving for excellence in teaching and learning.

School context

West Wyalong Public school is part of Riverina North West and is geographically isolated, being approximately two hours from any major service centre. Due to this isolation, the school receives equity funding for geographic isolation.

The school has historically drawn its numbers from farms and the rural sector. With the opening of the Barrick Gold Mine, (now called Evolution) our school has seen a change in its cultural dynamic. Our enrolment numbers have increased over the years since the establishment of the mine but it brings with it a very transient population.

Our NAPLAN results have seen some improvement over the last three years and we continue to build on these results.

Our school enjoys a collaborative relationship with the High School – all year five and six students participate in a Middle School program each Thursday (STEM).

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

LEARNING DOMAIN:

Our school has continued to develop and implement a strategic and planned approach to support all areas of student and staff learning. Instructional leaders are provided to support ongoing professional learning and mentoring. Students are encouraged to take responsibility for their own learning, demonstrating growth mindset. Our school culture is one of high expectations and our focus on student and staff wellbeing is helping to provide a positive learning culture based on respect and trust. Students with high learning needs are being identified early and in consultation with all stakeholders, their learning directions and support are clearly planned for them. Data is collated and analysed and helps drive the teaching and learning programs within the school. The school has developed consistent K–6 practices for assessment and reporting. Student performance measures indicate that the school's professional work has had a promising impact, providing learning opportunities that have had a positive influence on external and internal school performance measures. Parents are regularly invited to the school and are updated on the progress of their children through both formal and informal avenues.

TEACHING:

The Performance Development Plan for each teacher provides a process of explicit feedback to sustain quality teaching practice. Our focus continues to be developing and enhancing collaborative teaching practice which provides collegial feedback and support. High level collaboration occurs between teachers within each stage to share data and information about each student's progress. Teachers have ongoing support in how to use data to evaluate student learning and drive teaching practice. PAT testing, NAPLAN, class data, PLAN2 and Learning Progressions are used by teachers to inform the development of programs and teaching and learning activities. Professional learning is aligned with the School Plan and in response to teacher identified goals. All professional learning is aimed at improving teacher practice and improved

outcomes for students.

Teachers are actively using the Australian professional standards to identify their areas for growth, this has led to an improvement in teacher practice.

LEARNING:

The school is committed to the development of leadership skills in staff and students. We continue to build a strong foundation of leadership capacity across the school. The school leadership team has created an organisational structure which supports effective administrative practices and has been successful in leading initiatives which build the capabilities of staff to create a dynamic school learning culture and creating positive pathways for community consultation processes.

Strategic financial management has been used to find efficiencies in the school budget and maximise resources to implement the school plan.

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

Purpose

To create an aspirational learning culture that will challenge, stimulate and inspire all students to develop strong identities as self directed learners.

Overall summary of progress

During 2018 professional learning for all teaching staff was centred around creating a strong learning culture that challenged, stimulated and inspired all students. The engagement of self funded Instructional leader time continued to create opportunities for whole school development focussing on Literacy and Numeracy. The learning needs of all students were catered for through programs and processes that allowed and encouraged students to take responsibility for their own learning, develop positive growth mindset and demonstrate a clear understanding of their learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase student growth linked to stage appropriate outcomes measurable by internal assessment.	PAT testing purchases and implementation : \$5000	PAT testing has been implemented and staff have been trained in the analysis of results. This baseline data will be used to track student progress using internal assessment.
Students demonstrate a clear understanding of their learning goals and all students participate in the development of their learning plans .		Plans put in place to up-skill teacher on class learning goals and students to develop SMART goals early in 2019.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions and PLAN2.	Professional learning opportunities after school hours and \$3000 for release for stage meetings to discuss and enter data on progressions and PLAN2. \$93233 salary allocated for .6 Instructional Leader self funded.	Through tracking students previously on continuums and now transferred to progressions, 100% of Kindergarten to Year 2 have demonstrated progress in most aspects. There is evidence of growth Years 3–6 in reading and numeracy.
An increase of 10% of students achieving proficiency in writing and numeracy according to NAPLAN data.	NAPLAN analysis release teachers for collegial discussion on results. \$3000	

Next Steps

All stakeholders will continue to develop their knowledge in innovative teaching practices and learning systems. Continue to focus on contemporary practice and innovation in teaching and learning styles through further development of project based learning. Continue to develop assessment practices that incorporate consistent teacher judgement and personalised learning plans. provide further opportunities for parents and carers to be active participants in student goal setting.

Strategic Direction 2

Quality Teaching

Purpose

Develop the capacity of our staff through focussed professional learning to create a stimulating and engaging learning environment based on high expectation and quality teaching practices which are differentiated, relevant, data driven and evidenced based.

Overall summary of progress

During 2018 there is evidence that all staff are employing new teaching practices which accelerate student learning and increase student engagement. All teachers are increasing their skillset in assessment and are working more collaboratively in their teams to plan, implement and evaluate units.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are using evidence based assessment to plot students on PLAN2 and are using the Learning Progressions to develop personalised learning plans.	Professional learning sessions for Learning Progressions and PLAN2– teacher release \$3000	<ul style="list-style-type: none">• Teaching programs provide evidence of assessment for learning.• Staff have embedded consistent and accurate assessment processes in stage teams and transferred data onto PLAN2 in creating texts.• Teachers have implemented a range of strategies to provide explicit feedback for personalised learning plans.
Teaching and learning programs display evidence of the implementation of innovative teaching practices such as project based learning and growth mindset.	\$5000– costing for Dan Haesler professional learning. \$2000 – Stage 2 attended Professional Learning on Project Based Learning	<ul style="list-style-type: none">• Stage 2 teachers attended Project Based Learning Professional Development and implemented into classes.
All staff demonstrate growth against the Australian National Teaching Standards and individual performance improvement is evidenced by goals being achieved within Performance Development Plans.		<ul style="list-style-type: none">• Teachers attended various Professional Development courses to up–skill and develop their understanding to achieve set Performance Development Plan goals

Next Steps

Continued implementation of PLAN2 software K–6 to drive personalised learning plans.

Enhanced implementation of the Performance Development Plans for all teachers which are driven by both the school plan and personal goals.

Implementation of structured processes for teaching observations and explicit feedback.

Enhance the identification and planning for learning adjustments, leading to personalised learning plans that meet the identified needs of students.

Strategic Direction 3

Wellbeing

Purpose

To create an inclusive environment that values diversity and engages the school community to work in partnership to ensure students are resilient, safe and responsible learners.

Overall summary of progress

Data has shown that parents have a high level of understanding of the school's expectations for behaviour and learning. The review of the Bounce Back program has identified areas for improvement. The participation in the Tell Them From Me surveys has provided rich data for us to move forward in the areas of student wellbeing. The Learning and Support team operation was improved leading to increased parent engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students who are accessing teacher mentoring.	.4 staffing to provide a wellbeing coordinator. Parent Information sessions: \$1000 Bounce Back program reviewed and teachers worked in stage groups to organise lessons. \$3000 releases	Students are beginning to access support from the Wellbeing coordinator and have identified this addition to our school as being helpful in resolving conflict. Through discussions and surveys the students and parents identified student engagement in stage 3 as an area of concern. Increased support has been directed to our senior students to provide greater opportunity for mentoring and boost motivation. Parent information sessions were well attended and information was communicated well through newsletters and P&C meetings. All students are currently participating in the Bounce back program and all staff have been trained in this program.
Decrease in the number of reported incidents of bullying and inappropriate behaviours .	\$4500 attendance of executive at " Student Bullying and Mental Wellbeing" conference. Review of Bounce back program : \$2000 release Professional learning : Wellbeing framework \$1000	Through our monitoring system and surveys, we have seen a decrease in some areas of reported bullying. In response to this data we now have to move forward with explicit education as to what is bullying and developing a common language for all stakeholders.
Based on TTFM surveys we see an increase in student engagement and a more positive perception of our school environment and our anti bullying programs from parents.	Release staff to collect and analyse data based on TTFM results . Conduct interviews with students and parents on ways we can promote a positive school environment. \$2000 releases	Feedback from TTFM surveys and interviews indicate an increased awareness and understanding of student wellbeing. From data collected we have seen an improvement in the perception of our school and an increased understanding of the high expectations we have of behaviour and work ethic.

Next Steps

Increase the wellbeing coordinator role to a full time role in 2019. Implement K–6 lessons educating our students and parents on what is bullying? Develop a common language and understanding. Continue to embed wellbeing programs into our teaching and learning and continue professional learning for all staff to share common goals and establish consistent language and understanding of strategies to use. Continue to implement welfare policies into our school culture to encourage greater awareness and a more comprehensive understanding of the wellbeing of our students. Continue data collection to monitor progress and enable feedback for future planning and interpreting levels of success.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$41600 – .5 additional literacy intervention teacher Sensory room resources	Students with low level disability were supported by additional staffing to implement the following measures: *In class support *Planning and consultation time * Targeted small group instruction *Team teaching *Delivery of professional learning to build staff capacity *Development of sensory room Consultation with outside agencies and our participation in Royal Far West Telecare services helped provide support for those in need.
Quality Teaching, Successful Students (QTSS)	.495 staffing component	Additional release time was provided for teachers to: *Collaboratively plan and build their capacity *Develop assessment tasks in stage teams *Provide mentoring and coaching to enhance classroom practice *Develop and implement a school wide system for teacher observation
Socio-economic background	\$102,055	A self funded Instructional Leader (IL) program provided leadership and support to teachers to improve learning outcomes in Literacy and Numeracy. Additional SLSO's were employed to provide targeted classroom support for students who had identified literacy and numeracy support needs. Assistant Principals were released from class responsibilities for one day per week to support the teachers in their stage with their professional learning needs and as a mentor/coach to build teacher capacity. Our improved student welfare program has created a strengthened relationship between home and school and allowed procedures to be implemented to help support for our families who are struggling with excursions, sporting opportunities, uniforms, food and disengaged parents.
Aboriginal background loading	\$41820 – .2 Middle School teacher	A teacher is employed each Thursday to work with our senior students in the Middle School program to assist with transition to High School. This provided extra support for Aboriginal students who were experiencing difficulty coping with change.

<p>Aboriginal background loading</p>	<p>\$41820 – .2 Middle School teacher</p>	<p>Ongoing monitoring and support ensured all Aboriginal students made appropriate progress.</p> <p>Our garden and cooking program has provided support and interest for the students and many have expressed their improved interest in school and the behaviour monitoring system indicates an improvement in behaviour. We have improved engagement and attendance with our Aboriginal students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	151	144	148	147
Girls	138	140	140	129

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.2	94.6	92.7	93.8
1	93.2	94.8	93.5	93.7
2	94.7	93.3	93.1	94.3
3	92.7	94.8	93.1	93
4	92.9	92.1	93.3	93.4
5	92.1	93	92.3	92.2
6	93.5	92.8	91.8	91.7
All Years	93.2	93.6	92.8	93.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.46
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All staff participated in a range of professional learning activities throughout the year that were related to the strategic directions and identified learning needs of individual staff members in response to their Performance Development Plans. Professional learning sessions take place each Monday afternoon with weekly Stage meetings to address curriculum planning and assessment. Professional learning sessions throughout 2018 have included–

- * Data analysis– NAPLAN and PAT testing.
- * Implementing project based Learning
- * Mandatory training– CPR, anaphylaxis, Code of Conduct, Child Protection
- * NSW Student Wellbeing conference
- * Understanding Autism –behaviour strategies
- * Simon Breakspeare

- * L3– Language, Learning and Literacy for Kindergarten
- * Dan Haesler– Positive growth Mindset
- * Evidence based judgement for PLAN 2
- * Learning progressions

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	392,795
Revenue	2,828,080
Appropriation	2,747,277
Sale of Goods and Services	2,325
Grants and Contributions	75,542
Gain and Loss	0
Other Revenue	0
Investment Income	2,936
Expenses	-2,839,848
Recurrent Expenses	-2,839,848
Employee Related	-2,611,709
Operating Expenses	-228,139
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-11,768
Balance Carried Forward	381,028

This financial information exhibits an accurate view of the school's operations. Proper accounting records have been maintained and reports are prepared in accordance with the directions issued by the Department of Education. The principal is responsible for the compilation of the budget and the actual income and expenditure. Decisions concerning expenditure and budget are made by the Finance team consisting of the Principal, the SAM and the three Assistant Principals.

A full copy of the school's financial statement is tabled at the Annual General meeting of the P&C.

Carried forward funds have been committed to continuing support of school programs including the

release of Assistant Principals one day per week to carry out Instructional Leader roles and the updating of our technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,093,452
Base Per Capita	55,690
Base Location	68,339
Other Base	1,969,423
Equity Total	289,637
Equity Aboriginal	41,820
Equity Socio economic	102,055
Equity Language	0
Equity Disability	145,762
Targeted Total	146,405
Other Total	106,362
Grand Total	2,635,856

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 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

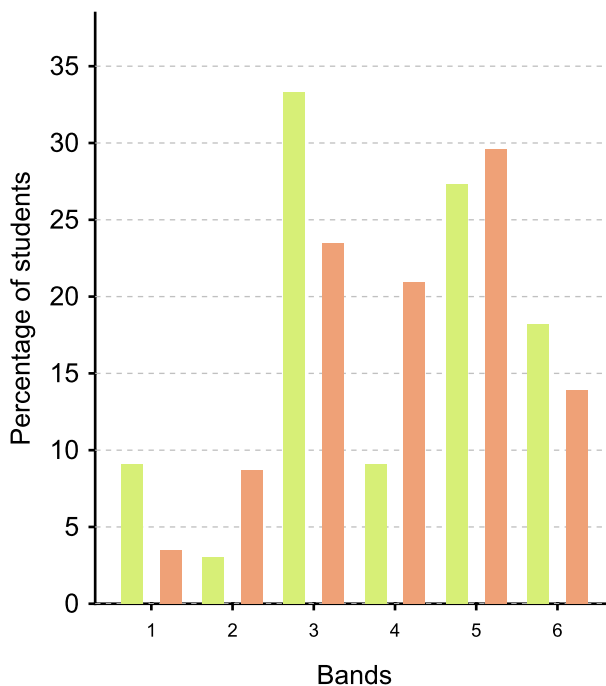
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and

are discouraged during these transition years.

We have made progress in some areas of Literacy – especially with our year 3 cohort. In year 3 spelling our average score was 411.8 while the SSSG average was 395. In year 3 writing our school's average score was 386.4 and the SSSG average score was 385.01. In year 3 grammar and punctuation our school's average was 411.8 and the SSSG average was 395.

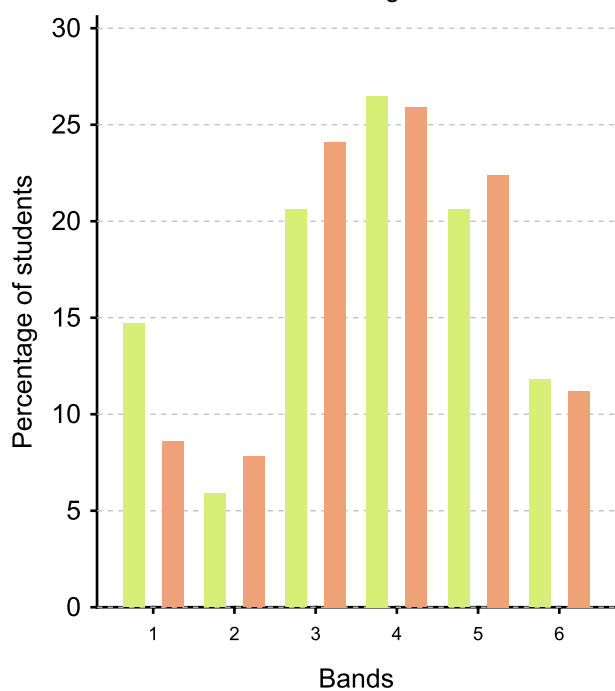
In year 5, we were below in state and SSSG averages in all aspects of literacy except spelling. Our year 5 spelling average was 481.8 and the SSSG average was 479.8.

Percentage in bands:
Year 3 Spelling



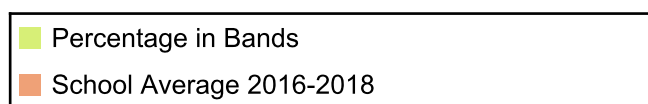
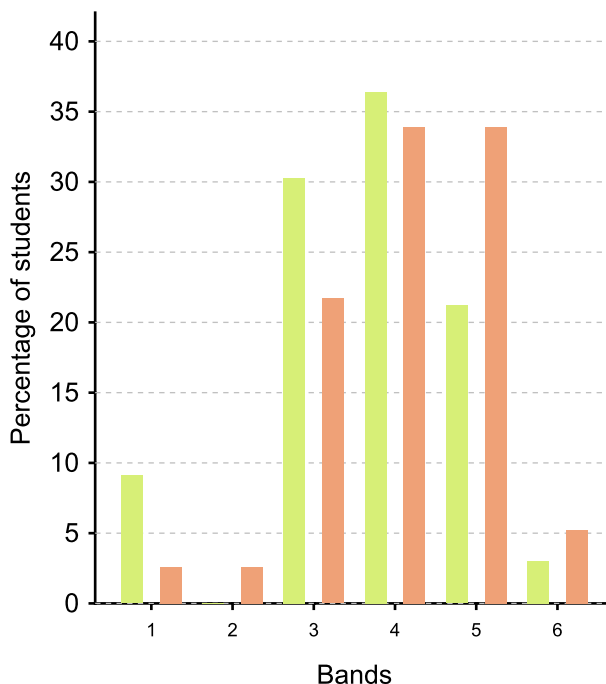
Band	1	2	3	4	5	6
Percentage of students	9.1	3.0	33.3	9.1	27.3	18.2
School avg 2016-2018	3.5	8.7	23.5	20.9	29.6	13.9

Percentage in bands:
Year 3 Reading



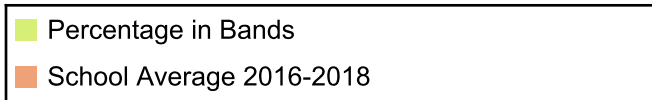
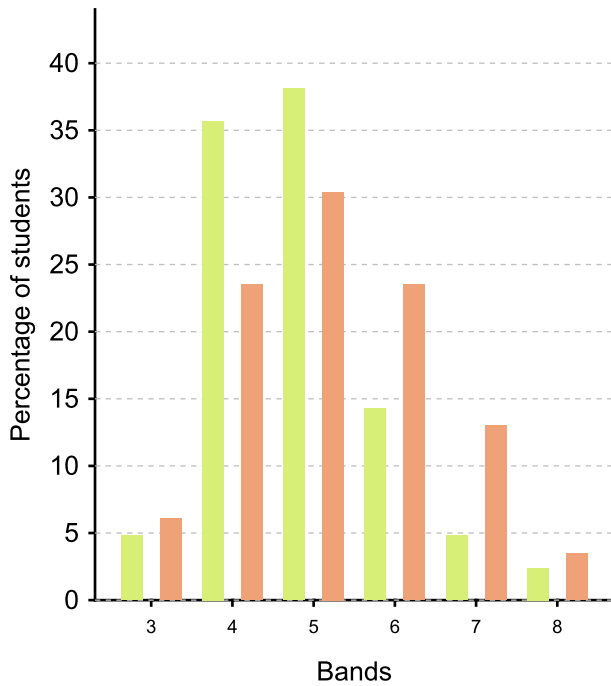
Band	1	2	3	4	5	6
Percentage of students	14.7	5.9	20.6	26.5	20.6	11.8
School avg 2016-2018	8.6	7.8	24.1	25.9	22.4	11.2

Percentage in bands:
Year 3 Writing



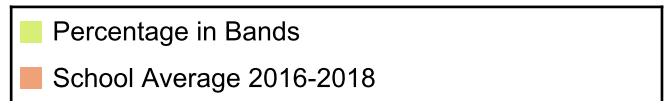
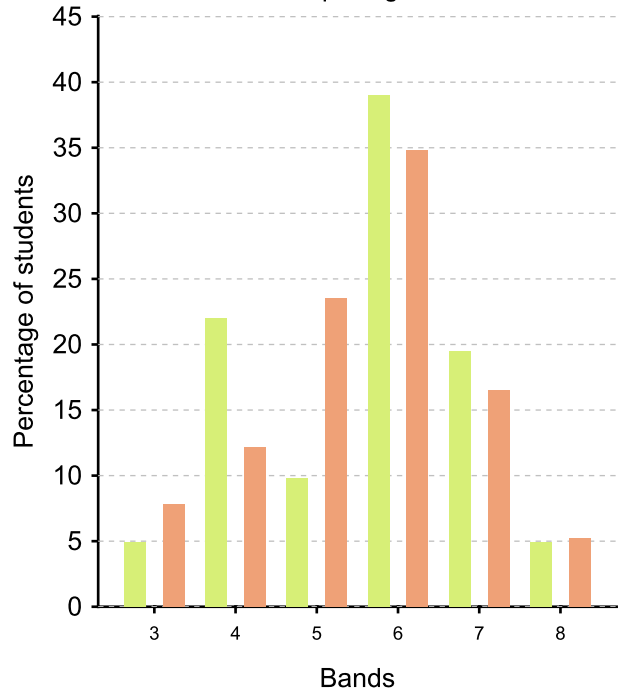
Band	1	2	3	4	5	6
Percentage of students	9.1	0.0	30.3	36.4	21.2	3.0
School avg 2016-2018	2.6	2.6	21.7	33.9	33.9	5.2

Percentage in bands:
Year 5 Reading



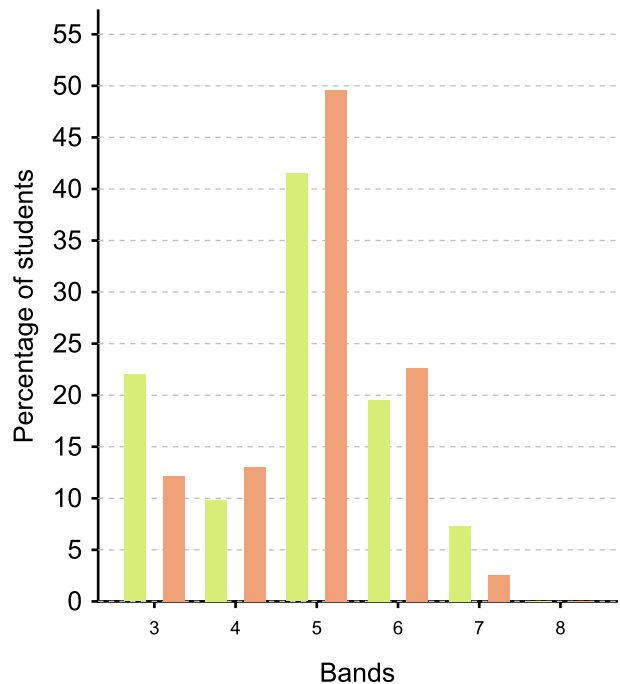
Band	3	4	5	6	7	8
Percentage of students	4.8	35.7	38.1	14.3	4.8	2.4
School avg 2016-2018	6.1	23.5	30.4	23.5	13	3.5

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	4.9	22.0	9.8	39.0	19.5	4.9
School avg 2016-2018	7.8	12.2	23.5	34.8	16.5	5.2

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	22.0	9.8	41.5	19.5	7.3	0.0
School avg 2016-2018	12.2	13	49.6	22.6	2.6	0

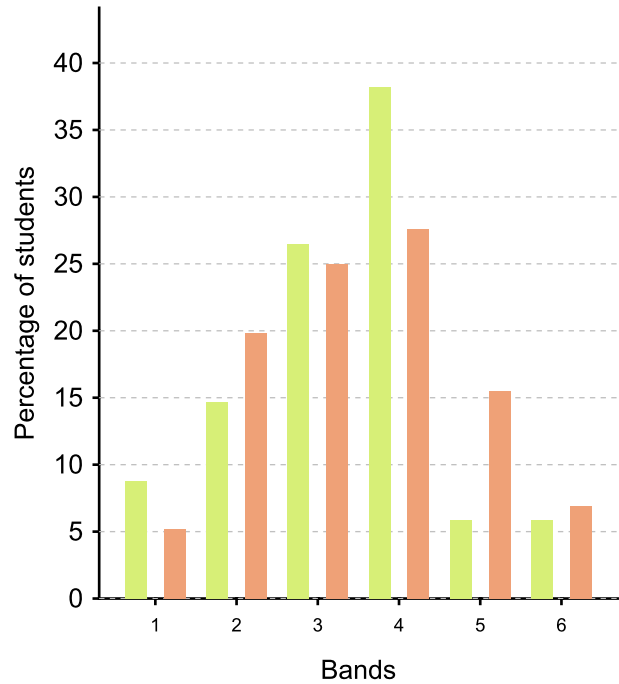
Year 5 Numeracy results have shown an increase in the percentage of students in Band 7, going from 6% to 10%.

In Year 3 we have 38% of our students in Band 4 with 6% in both Bands 5 and 6.

Our year 3 school average was 446.7 and the SSSG average was 467.93.

Our year 5 school average was 365.3 with the SSSG average being 380.37

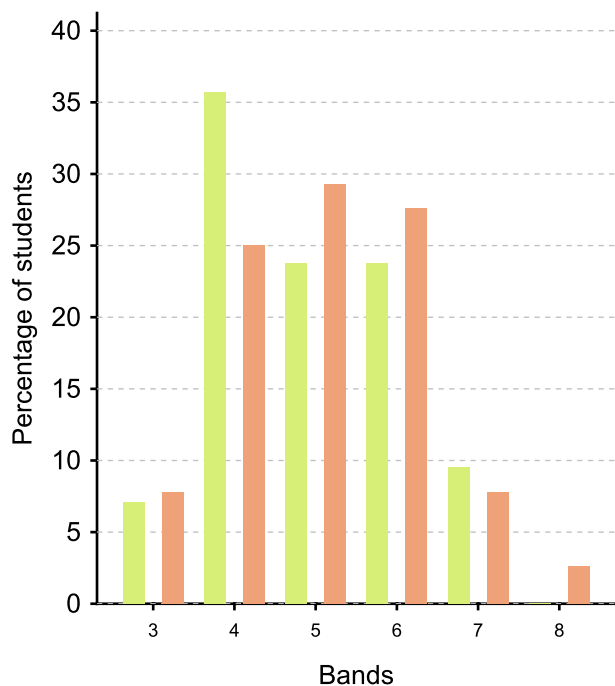
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	8.8	14.7	26.5	38.2	5.9	5.9
School avg 2016-2018	5.2	19.8	25	27.6	15.5	6.9

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	7.1	35.7	23.8	23.8	9.5	0.0
School avg 2016-2018	7.8	25	29.3	27.6	7.8	2.6

The areas with greatest development towards the Premier's Priorities is in Year 3 Numeracy with 11.76% in the top 2 bands and Year 3 Reading with 32.35% in the top 2 bands. 33.3% of our Aboriginal students are at or above expected growth in Year 5 Spelling and 16.7% are at or above expected growth in Year 5 Writing. We had a 72.9% growth score with our Aboriginal students in Year 5 Numeracy.

Parent/caregiver, student, teacher satisfaction

Through various mechanisms the students, staff and parent community were invited to provide feedback on the operations of the school. We were very active in seeking the opinions of all members of our school community.

Data was gathered through parent and student interviews, P&C meetings, phone interviews, student meetings, sticky note surveys at teacher/parent interviews, and the annual surveys of all stakeholders in our school community.

Student responses indicated that:

- the school was well equipped and a good place to learn
- people other than their teacher helped them to

learn

- their classroom was an interesting and safe environment for them to learn
- they felt encouraged to try new things
- they felt their teacher was supportive and encouraging
- they were listened to and valued

Staff responses indicated that:

- they had a positive relationship with the parents of the students in their class
- there is a high level of trust, collegiality and mutual respect amongst staff
- they enjoyed a positive and productive work environment
- they recognise and respond to the school's high expectations of behaviour and achievement.
- they are provided with many opportunities for professional learning and feel well supported in their goals
- the school leaders are committed to school improvement

Parents responses indicated that:

- they felt that their opinions and ideas were welcomed and respected.
- they felt comfortable approaching principal and staff to offer ideas and suggestions.
- they were pleased with the amount of encouragement they were given to participate in the school planning process.
- they indicated an appreciation of our caring and hard working staff and they acknowledged the extra hours and work they put into providing extra programs and activities for the students.
- they were satisfied that the school was dedicated to improving students' learning outcomes and that their child's educational needs are being met.
- they commented on how well the classrooms are resourced and how much the school and the P&C have improved the play equipment and the school grounds in general.
- they appreciate how well information is communicated to them through newsletters, emails and social media.

Policy requirements

Aboriginal education

In 2018 West Wyalong Public School received Aboriginal background funding and continued to support our Aboriginal population and continued to promote Aboriginal awareness, education and cultural understanding within the school community.

All students participate in lessons that educate them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are embedded in learning experiences in all classrooms in relevant key learning areas.

Our school was involved in a number of activities throughout the year that promoted Aboriginal students and culture. These included—

- * Active participation in the Proud and Deadly Awards.
- * Harmony day activities.
- * NAIDOC week activities.
- * Aboriginal guest speakers to explain the Aboriginal perspective into the children's learning.
- * Close monitoring of attendance and engagement.
- * Close working relationship with Aboriginal lands Council.

Multicultural and anti-racism education

West Wyalong Public is an inclusive school community with a racism free learning environment. Due to our transient population with the mining sector employees, we have enjoyed an influx of enrolments from a wide range of cultures. We have implemented many activities to celebrate our Multicultural population :

- * Harmony Day
- * Visiting guest speakers, dancers and cooking experiences from a range of cultures.
- * An Anti Racism officer made available to the school community.
- * Teaching and learning programs ensure cultural inclusiveness and reinforce understanding of diversity and racism.
- * All staff are trained in Anti Racism procedures.