

# Wyee Public School

## Annual Report



2018



3522

## Introduction

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

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

Lyndal Coleman

Principal

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## School background

### School vision statement

Wyee Public School, in partnership with the community, is committed to providing individualised learning and supporting student wellbeing in order to build resilient students, inspired to reach their potential in a complex and dynamic world.

### School context

Wyee Public School opened in 1879. It now has an enrolment of 209 students in 9 classes, including 31 Aboriginal students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. The school continues to pride itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our 5 partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji–Maru Aboriginal Education Consultative Group and the local pre-school. Parents are engaged in their children's learning and actively participate in a wide range of school activities across all aspects of school life.

Our school delivers a range of evidence based teaching and learning practice. We have been an Early Action for Success school since 2017. In 2018, we have introduced a Curriculum Leader who oversees the progress of each student in Years 3–6. Ongoing teacher professional learning ensures classroom practice is up to date and these programs are implemented effectively to improve student outcomes. Teachers regularly engage in Data Talks, working collaboratively to ensure targeted intervention programs are successful.

Wyee PS students have access to a range of extra-curricular activities including sport, band, choir, dance, public speaking, debating, an environmental group, Aboriginal cultural groups and GATS programs. Innovative ICT opportunities are provided across the school.

We are a PBL school and readily promote our 3 school expectations of being Safe, Respectful and Engaged.

We have an active P&C and close ties with local businesses who support the school and 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.

The results of this process indicated that in the School Excellence Framework domain of Learning, the elements of *Learning Culture, Wellbeing, Curriculum and Reporting* have been assessed as **Sustaining and Growing** and *Assessment and Student Performance Measures* have been assessed as **Delivering**.

Across the school we have a culture of high expectations including expectations relating to attendance and behaviour as well as learning. Transition and attendance processes have been refined to ensure the school culture is strongly focused on learning. Wellbeing processes are continually adjusted in order to meet the individual needs of all students as well as whole school needs. This year a new Peer Support program was introduced after feedback from staff and students that the old system was not as effective anymore. Differentiated teaching and learning programs are highly focused on catering to the individual needs of all students with a strong focus on teachers using formative and summative assessment to capture information about their students learning. During 2018, we adjusted our reporting style to a more parent friendly format. Feedback from parents was that the reports provided information that was useful to them about their child's progress in a way they could understand. Future areas for development include strengthening the partnership between the school and the pre-school, working with students to ensure they are able to articulate when and why assessment is undertaken and moving PBL focuses into classroom settings, as well as introducing a whole school approach to anti-bullying.

The results of this process indicated that in the School Excellence Framework domain of Teaching, the elements of *Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development* have all been assessed as **Sustaining and Growing**.

At Wyee PS staff are committed to improving the learning outcomes of all students. Throughout the year staff engaged in professional learning on evidence-based teaching practices around writing and Mathematics. A focus was on explicit teaching techniques including Number Talks and think alouds. Explicit systems exist across the school with staff involved in collaboration and feedback to sustain quality practice. Such systems include 5 weekly data talks with classroom teachers, the Instructional Leader/Curriculum Leader and the LaST discussing data to identify student's gaps in learning and plan appropriate interventions. Staff felt these data talks enabled them to feel better equipped to analyse data to inform their teaching. Future directions will be to fine tune strategies to measure the impact of our practices.

The results of this process indicated that in the School Excellence Framework domain of Leading, the elements of *Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes* have all been assessed as **Sustaining and Growing**.

All professional learning, budget allocations and implementation of systems, programs and processes are directly linked to our school plan and ensuring whole school improvement. Throughout 2018, there was a more focused approach to soliciting feedback from students, staff and parents in order to inform practices and this will remain a focus moving forward. We have continued to ensure all students have access to a range of technology and all students K-6 engage in coding and robotics lessons with a large variety of resources available to each classroom. All staff engaged in professional learning around future focused learning and flexible learning spaces. 2019 will see a focus on using physical learning spaces flexibly in order to meet a range of student learning needs and interests. Future focuses will be around embedding school self-assessment processes and involving all staff to ensure ownership. A focus will also be on accreditation processes and developing a deep understanding of the new requirement and developing systems that support all staff.

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 Environment: for all students, at all times

### Purpose

*Students engaging in rich learning experiences, tailored to their needs, will develop foundation skills in literacy and numeracy and the vital skills required to be responsible citizens and flourish now and in the future.*

### Overall summary of progress

2018, the first year of our school plan, saw a focus on ensuring all students were engaging in quality learning at all times. Successful student transitions took place to support students coming into Kindergarten in 2019, with extra opportunities provided through music programs and targeted small group intervention. Our Year 6 students experienced additional transition activities preparing them for high school in 2019. All staff prepared transition packs for each of their students to hand on to their 2019 teachers. As a result all staff felt better prepared for their incoming class with a deep understanding of student levels and specific needs prior to the commencement of the school year. Whole school focuses on wellbeing continued with PBL expectations of behaviour being taught across non-classroom settings. Expectations were co-developed with staff and students and communicated regularly to the school community via our newsletter and Facebook. School wide assessment schedules were put into place and staff participated in professional learning around assessment. All staff developed an understanding of assessment for/as/of learning and how they can be used effectively to inform their teaching.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students across the school with attendance rates at or above 94%.	Kindergarten orientation advertising material, packs and refreshments = \$650  Resources for handover packs = \$300	<p>In order to increase attendance, transitions to school, between teachers/classes and to high school were strengthened across the school throughout the year.</p> <p>The introduction of the musical transitions program for pre-schoolers was valuable for 2019 Kinder staff to identify needs of particular children prior to starting and also for vulnerable students to get to know the school and teachers. 100% of parents who attended with their child found the program to be moderately to very successful.</p> <p>Year 6 students enjoyed the taster lessons at the high school getting an opportunity to participate in lessons at the actual school across a range of subject areas. Overall our Year 6 students felt more comfortable about attending high school as they knew where the main areas of the school were. Small groups of students also became familiar with one another based on the taster lesson they attended. All students were able to name at least one student from another school that would be in their 2019 class.</p> <p>This year we implemented a handover pack for staff to hand to the following year's teacher for each student. Handover packs included a writing book (commenced in Term 4) so 2019 teachers knew what standard to expect, data around literacy and numeracy, IEPs and PLSP/PLPs for identified students. Social stories were also created and included for those students identified as vulnerable.</p> <p>Attendance procedures were further streamlined to enable us to track and monitor attendance</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students across the school with attendance rates at or above 94%.		effectively. Attendance is regularly discussed at staff meetings and promoted in the newsletter. Parents of students whose attendance fell below 85% were involved in meetings to discuss strategies to support students and families to attend school. No students were placed on formal attendance programs with the HSLO this year.
Student TTFM surveys show an increase in school scores to equal or meet the NSW Govt Norm in the areas of 'Students with a positive sense of belonging', 'Positive Behaviour at school' and 'Positive learning climate'	<p>Peer support – training for staff, membership, resources and release for teachers = \$1815</p> <p>SISA Gymnastics Program = \$3800</p> <p>StarStruck = \$600</p> <p>Opera Performance = \$1500</p> <p>APP Design Lessons (ScopeIT) = \$610</p> <p>PBL associated resources – wristbands, buddy benches = \$700</p> <p>Reward Days = \$2800</p>	<p>Students who are 'socially' engaged eg with friends, involved in sports or other extra-curricular activities, are actively involved in the life of the school which can give them a sense of belonging.</p> <p>This year we have continued to provide a range of opportunities to students to engage them socially in order to enhance their sense of belonging. Activities included: Peer Support, gymnastics, Star Struck, sporting teams, debating, public speaking, band, coding and robotics lessons, app design lessons and a visiting performance.</p> <p>In the area of 'Students with a positive sense of belonging', 2018 students TTFM surveys showed us with a School Mean of 75 compared to the NSW Govt Norm of 81. This was an 8% increase from 2017.</p> <p>This year we continued to implement PBL and the focus remained on Class Dojo to reward students for following our school expectations of being safe, respectful and engaged. Half term rewards and end of term Reward Days continued to reward students for their attainment of Class Dojo points. The traffic light system was further streamlined across the school to ensure consistency in behaviour management across all classes. The SRC implemented a buddy bench system for those students who had no one to play with or nowhere to play during break times.</p> <p>In the area of 'Positive Behaviour at School', 2018 Students TTFM surveys showed us with a School Mean of 67 compared to the NSW Govt Norm of 83. These results can sometimes be skewed by students perceptions of themselves due to the high expectations of behaviour placed on them by themselves, their teacher and their family.</p> <p>Throughout 2018 many processes were continued and strengthened in order to achieve a positive learning climate. Intervention was put into place for every classroom, every day to offer support to those students who had not achieved their current learning goals. Staff continued to focus on individualised learning, providing feedback to students and parents and building relationships with students across the school, not just in their class.</p> <p>In the area of 'Positive Learning Climate', 2018 students TTFM surveys showed us with a School Mean of 5.6 compared to the NSW Govt Norm of 7.2.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the % of students in the top 2 NAPLAN bands in Year 3 and 5 NAPLAN in Reading, Writing and Numeracy.	Extra LaST teacher 2 days per week (some of this time used for Bump it Up) = \$41645	<p>A Bump It Up style program was run for Year 5 students who achieved in the middle bands of NAPLAN when they were in Year 3 and for identified Year 3 students potentially in the middle bands. These students received extra support with the LaST in order to hopefully push their results in the top 2 NAPLAN bands.</p> <p>2018 NAPLAN data showed that we had maintained the average percentage of students in top two bands across Years 3 and Years 5 in Reading and Numeracy from 2017 to 2018. There was a significant increase in the number of students in the top two bands for Year 3 in Writing and Numeracy.</p>

## Next Steps

In 2019 we will:

- Liaise with the pre-school to further strengthen our partnership and provide further transition opportunities.
- Move PBL focuses to classroom settings.
- Implement Peer Support and other programs focused on anti-bullying.
- Organise for all staff to have 2 hours each fortnight to work in stage teams for collaborative planning time.
- Focus on the triangulation of data across the school.



## Strategic Direction 2

Quality Teaching: every classroom, every day

### Purpose

*Quality teaching using data, evidence-based teaching strategies and staff working collaboratively will build teacher capacity to improve student outcomes.*

### Overall summary of progress

Throughout 2018, teachers engaged in professional learning based around evidence-based teaching strategies (7 Steps of Writing, Number Talks and Mathematical Mindset) and implemented these strategies within their classroom. Teachers also engaged in professional learning that builds skills in the analysis, interpretations and use of student progress and achievement data. All staff have demonstrated a growing understanding of effective use of data during data talks. All staff have participated in the co-teaching process involving planning discussions, negotiated observations and reflection on practice with the support of the Instructional Leader and/or Curriculum Leader. Teacher TTFM surveys indicated that staff felt they were supported by the leadership team to monitor student progress and improve their teaching. Staff feel there is a strong culture of collaboration at the school and in particular staff valued the data talks and co-teaching process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Increase % of students achieving 'equal to or greater than expected growth' in Year 5 NAPLAN Reading and Numeracy	BNL – accommodation = \$455	<p>All untrained staff 2–6 received training in Focus on Reading.</p> <p>A staff team attended the Building Numeracy Leaders (BNL) professional learning in Sydney.</p> <p>Number talks were implemented in all classrooms. There has been a shift in students talking about Mathematical mindset in the classroom as evidenced by discussions with students.</p> <p>Results from student surveys indicate that students could identify what a mathematician did and how they work. Examples of responses in Term 1 were 'don't know', 'someone who is good at maths', 'solves problems', 'never gives up', 'shares ideas', 'works with others' in Term 4.</p> <p>We also had significant shift in how students felt when they were learning maths. Students were asked 'When learning maths, I mostly feel&amp;hellip;' and rated themselves on a scale using eight emojis. We had an 18% increase of students rating themselves as the top positive emoji by the end of Term 4. Overall, 84% of students rated themselves in the top four emojis, showing a positive mindset shift of 11% from Term 1.</p> <p>In 2018, we had 54% of our Year 5 students achieve above expected growth in reading which is consistent with the previous 3 years.</p> <p>In Numeracy, we had 52% of students achieve above expected growth. There has been an upward trend in Numeracy results in recent years. In 2018 no students had negative growth.</p> <p>Continued below..</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Increase % of students achieving 'equal to or greater than expected growth' in Year 7 NAPLAN Reading and Numeracy</li> </ul>	Casual Release for Data Talks = \$8000	<p>School wide data systems were strengthened, overseen by the Curriculum Leader 3–6 and the Instructional Leader K–2 to ensure student progress was tracked and monitored across the school and used to inform teaching.</p> <p>Staff met with the IL/CL every 5 weeks to discuss data, identify students at risk and to plan for intervention for these students.</p> <p>100% of staff felt that data talks were valuable and that they felt better equipped to analyse data to inform their teaching. Teachers are using data to plan for learning in data talks.</p> <p>Targeted interventions in reading in K–2 have had positive impacts with 80% of Kindy at or above benchmark, 72% of Year 1 at or above benchmark, 88% of Year 2 at or above benchmark.</p>
<ul style="list-style-type: none"> <li>TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'.</li> </ul>	Additional school funds (added to entitlement) to release AP off class in the Curriculum Leader role = \$5623	<p>Throughout the year staff were all involved in 2 co-teaching cycles. All staff found the co-teaching process valuable for their own teaching experience. Particular mentions were made to the time to be able to spend having one on one staff discussions and taking professional risks. Some areas for improvement were around the need for more planning time and time to debrief and unpack.</p> <p>In the area of 'Collaboration', 2018 Teacher TTFM surveys showed us with a School Mean equal to the NSW Govt Norm of 7.8.</p> <p>In the area of 'Data Informs Practice', 2018 Teacher TTFM surveys showed us with a School Mean of 8.2, above the NSW Govt Norm of 7.8. This is an increase from 7.8 in 2017.</p> <p>In the area of 'Quality Feedback', 2018 Teacher TTFM surveys showed us with a School Mean of 7.6, above the NSW Govt Norm of 7.3 and an increase from 7.3 in 2017.</p>

## Next Steps

- A focus on deepening knowledge of the Learning Progressions K–6, starting with plotting all students in 3–6 in Understanding Texts.
- Choose specific markers in the Numeracy Learning Progression to track across the year for baseline data to evaluate intervention impact.
- Co-teaching cycles to have a more flexible approach to ensure adequate time is given to the process despite timetable interruptions.
- Professional Learning around the writing process and the 5 big ideas in Maths for all staff.
- The use of Learning Sprints as a tool to drive change and create a shift in student learning.

### Strategic Direction 3

Quality Leading: high expectations, innovation and community partnerships

#### Purpose

*Strong, strategic and effective leadership will develop a shared sense of responsibility within the whole school community for the engagement, learning, development and success of all students.*

#### Overall summary of progress

2018 saw our school focusing on developing a high performance culture, with a clear focus on student progress and quality service delivery. Monitoring, evaluation and review processes were undertaken regularly by exec staff in consultation with all staff. Throughout the year some teachers explored a range of flexible learning spaces in their classrooms. All staff use a range of teaching strategies including technology to support learning and have been using a range of coding and robotics resources. Staff attended training around flexible learning spaces on the Term 4 SDD and will experiment with their new learning in 2019 with further PL to be provided. The leadership team measures parent/student satisfaction through TTFM surveys but unfortunately only had 15 responses to our survey this year. Parents and community members were invited to become engaged in student learning in a range of different forums throughout 2018. They were active participants in PLP and PLSP meetings, Yarn Ups around our Learning Circle, extra curricular activities and as parent helpers in the classroom. Some parents engaged in the professional learning program PATCH (Parents as Teachers and Classroom Helpers) run by our instructional leader.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* PDF processes identify continual improvement in teacher quality and striving for improvement.		All teaching staff engaged with the PDP process. All staff felt they had been supported to achieve their goals and that they have improved as a teacher.  Exec staff feel our monitoring, evaluating and reviewing processes were more successful than previous years, but can be improved further in 2019 with whole staff input and regular ongoing monitoring and evaluating.
• On the Parent TTFM survey the school scores will increase to meet or exceed NSW Govt Norm in the element of 'Parents Feel Welcome'. The school mean will remain equal to or above NSW Govt Norm and in the element of 'School Supports Learning'		Overall the TTFM parent survey results were positive showing parent satisfaction with the school. Parents value Dojo, school awards and the Aboriginal studies programs. Unfortunately we only received 15 parent survey responses. A focus for 2019 will be to work out how we can increase parent engagement for our survey.  Parents enjoyed being involved in the sports carnivals, book week and Easter Hat parade as well as the Mother's Day and Father's Day events. In 2019, we will increase the number of opportunities for parents and extended family to be engaged in the school.
• Quality leadership is evident and indicated on the Teacher TTFM survey, in the area of 'Leadership' with school mean remaining above NSW Govt mean.		Teacher TTFM surveys indicated that staff felt they were supported by the leadership team to monitor student progress and improve their teaching. Staff feel there is a strong culture of collaboration at the school and in particular staff valued the data talk and co-teaching process.  In the area of 'Leadership', 2018 Teacher TTFM surveys showed us with a School Mean of 8.2, well above the NSW Govt Norm of 7.1.



## Next Steps

- Ensure all non-teaching staff engage with their PDP.
- Schedule School Plan and milestones monitoring every term in the professional learning calendar.
- Increase the number of parent responses to the TTFM survey.
- Broaden the range of experiences open to parents to become involved in student learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>LaST salary 0.1 = \$10157</p> <p>PLP Meeting (Teacher Release) = \$3000</p> <p>BroSpeak/SistaSpeak resources = \$2000</p> <p>Whole Staff PL = \$2000</p> <p>Yarning Circle = \$3000</p> <p>Yarn Up meeting catering = \$150</p> <p>Cultural worker = \$4300</p> <p>NAIDOC resources = \$1000</p>	<p>Supplementation of the employment of a Learning and Support Teacher (LaST) 0.1 to support the improvement of educational outcomes of Aboriginal students. Throughout 2018 the LaST worked with Aboriginal students for a total of 6 hours per week from students requiring support to students requiring extension.</p> <p>All students have PLPs developed in collaboration with parents/carers, students, class teachers and a representative from the AECG.</p> <p>All Aboriginal boys 3–6 participated in the BroSpeak program, all girls 4–6 participated in the SistaSpeak program working with a staff member, a mentor and guest speakers from the wider community.</p> <p>Whole staff attended training around 'How to Implement Aboriginal Perspectives and Interwoven (Aboriginal Weaving)' presented by the company 'Speaking in Colour' which was interactive and engaging.</p> <p>Several Yarn Ups were held to build relationships with our Aboriginal community members and to discuss the protocols and signage for our new learning circle. These Yarn Ups were also attended by representatives from the AECG.</p> <p>A cultural worker was employed to run cultural programs within the school with Aboriginal students K–6.</p> <p>2 Staff members regularly attended the WSLA Aboriginal Education meetings each term.</p> <p>NAIDOC Week celebrations included a range of activities for all students K–6. This year we had a lot of involvement from parents as well as members of the wider community. Some highlights were the creation of community poles, visible in the centre of our playground, a 'Because of Her we can' mural that all students contributed to as well as bushtucker being cooked in the learning circle by one of our local families.</p> <p>Our bushtucker garden was finalised with plants that were selected by our students and donated and planted with our students by local companies.</p> <p>Our Year 4–6 students attended the WSLA Jarjun Soar cultural day, with a friend, bringing all the Aboriginal students and their friends from all the local schools together to learn about Aboriginal culture.</p>
<b>Low level adjustment for disability</b>	<p>0.7 LaST Wage = \$72879</p> <p>Contribution to SLSO Wage</p>	<p>Money was allocated for 0.7 of the LaST wage. Throughout the year across 8 phases the LaST worked with a total of 132 students.</p>



<b>Low level adjustment for disability</b>	= \$25467	The flexible funding was used to employ an SLSO to provide the targeted intervention programs Multilit and Minilit. Minilit supported 15 students (2 'graduating' from the program). All students, other than those assessed as having learning difficulties, gained at least 3 reading levels in 6 months, with the greatest shift being 9. Students diagnosed still made 1 to 2 level advancements. The Multilit program supported 6 students at any one time with students making gains from 3–5 reading levels.
<b>Quality Teaching, Successful Students (QTSS)</b>	Entitlement 0.368	QTSS funding was used to release the Assistant Principal off class in the Curriculum Leader role. As a Curriculum Leader she was able to work alongside the Instructional Leader providing support for staff and students in 3–6. The Curriculum Leader's role included holding data talks, facilitating co-teaching rounds, modelling lessons and supporting staff.
<b>Socio-economic background</b>	<p>KLA resources = \$11270</p> <p>Extra curricular programs = \$9900</p> <p>0.2 Day LaST = \$20314</p> <p>Professional Learning = \$20000</p> <p>Speech Therapy = \$20672</p> <p>Casual release for data talks = \$8000</p> <p>SLSO wage supp. = \$10300</p> <p>PLSP/EP planning days = \$5000</p> <p>BENQ boards = \$18500</p> <p>APP design lessons = \$610</p> <p>Peer Support = \$1815</p> <p>SISA Gymnastics Program = \$3800</p> <p>Reward Days = \$2800</p> <p>Opera Performance = \$1500</p> <p>Subscriptions = \$5100</p> <p>Coding/Robotics resources = \$5000</p> <p>Release for L3 staff training = \$3000</p> <p>Kinder Orientation = \$6000</p>	<p>Money was allocated to support the individualised learning of students across the school. Casuals were engaged to release teachers off class for data talks with the IL/CL every 5 weeks. Supplementation of SLSO wages occurred to ensure all classes had classroom intervention 5 days per week. An additional 2 days of LaST was funded to further enhance our intervention programs to support students identified through data talks.</p> <p>Funds were allocated towards professional learning to enable staff to attain their PDP goals and address all the needs of our school plan. 3 staff attended OPL L3 training. New resources were bought to support the program within all classrooms.</p> <p>End of term and mid term reward days continued at the end of each term rewarding students who achieved the target number of Dojos for the term.</p> <p>The school continued to supplement the Band and StarStruck groups. Travel to school sporting carnivals were also subsidised and entry for all students to zone carnivals was paid for by the school.</p> <p>Speech pathology was provided by Northcott to identified students across the school.</p> <p>Sports in Schools Australia were engaged to run gymnastics lessons K–6.</p> <p>Replacement of 4 SmartBoards and purchasing of new coding and robotics resources supported ICT programs.</p>

<b>Support for beginning teachers</b>	NIL <ul style="list-style-type: none"><li>• Support for beginning teachers (\$500.00)</li></ul>	During 2018 our Beginning Teacher was on maternity leave and did not return until Term 4, 2 days per week. Funding has been held over until 2019.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	101	98	100	101
Girls	119	111	114	103

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	94.7	93.1	94.3
1	96.3	93.7	94.1	90.5
2	96	94.3	94.6	92.6
3	94.6	94	94	93.4
4	91	92.6	95.3	93.9
5	94.7	90.6	93.8	89.7
6	94	95	90.4	91.5
All Years	94.6	93.4	93.6	92.3
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

Student attendance has been an important focus during 2018 and is an improvement measure in our 2018–2020 school plan. Attendance is regularly discussed at staff meetings and attendance snippets are also included in our weekly newsletters. Classroom teachers celebrate with their class when all students are present and on time for roll marking as well as when notes are brought in on time explaining absences. Clear and explicit processes are in place for staff to follow up on student non-attendance within our school. When a child returns from an absence without a note, an absence slip is sent home immediately by the class teacher. If explanations are received by phone at the office, office staff record on a slip and give to the teacher who will update the absence in ebs4 and make

a note in Student Notes that a phone call was received. Office staff print absences notes weekly to be sent home to any students who still have unexplained absences. Phone calls are made to families regarding attendance, including positive phone calls where improvement has been shown. Letters are sent home to parents of students, whose attendance is a concern, by the Attendance Officer. Regular contact is made with the HSLO and plans to support families who require support are discussed and implemented.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.42
Other Positions	1

\*Full Time Equivalent

We have a 0.8 Deputy Principal Instructional Leader position.

In addition to the staffing entitlement we also fund a further 0.7 Learning and Support teacher position, a Curriculum Leader 3–6 and 3 additional SLSOs so that all classes receive intervention support every day.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

The expenditure of school Professional Learning funds was aligned to our school plan targets and priorities. Throughout the year staff participated in a range of Professional Learning. Many weekly PL sessions were around compliance, PDPs, school planning, Milestones and self-assessment, HR Payroll and Code of Conduct.

Focused PL, linked to our school plan, included Seven Steps of Writing, coding and robotics, writing assessments, learning progressions, BENQ and Matific demonstrations, assessment, PE and Science syllabus, Virtual Reality and transition handover processes.

School Staff Development Days (SDD) included compliance training of child protection as well as school planning and monitoring. Professional Learning around school targets included: Maths on multiplicative thinking, number talks, open-ended maths tasks, What is a Mathematician, writing, Learning Progressions and PBL. The second SDD in Term 4 was rescheduled to run over 2 afternoons during the year where staff undertook professional learning around Aboriginal Education, engaging the company Speaking in Colours and CPR and Anaphylaxis.

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

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

In 2018 we introduced a Professional Learning section in our newsletter informing parents when staff would be out of the school and what Professional learning they were attending. The purpose of this inclusion was to ensure families had an understanding that when teachers are out of the school they are involved in valuable learning that will benefit their child/ren.

In 2018 all staff members were maintaining accreditation at Proficient.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	294,236
<b>Revenue</b>	2,555,691
Appropriation	2,470,934
Sale of Goods and Services	22,092
Grants and Contributions	61,747
Gain and Loss	0
Other Revenue	0
Investment Income	917
<b>Expenses</b>	-2,463,541
Recurrent Expenses	-2,463,541
Employee Related	-2,159,823
Operating Expenses	-303,719
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	92,150
<b>Balance Carried Forward</b>	386,386

At the commencement of each year, the school budget committee comprising of the SAM, Principal and executive staff members, meet to discuss the allocation of funds to ensure a fair and equitable approach to teaching, learning and support across the school. Staff responsible for KLAS across the school are then given their allocated budget and are responsible for managing this budget throughout the year.

The balance carried forward includes money held on behalf of third parties such as the WSLA Community of Schools (\$12438) as well as the School and Community funds (\$48087). The balance also includes \$98000 incorrectly deposited to our account that we are currently in the process of rectifying.

Funds have been set aside to fund a 9th classroom teacher in 2019 if our numbers drop so we do not have overcrowded classrooms (\$106000). If these funds are not required, money will be used in 2019 for new furniture and technology resources for our future focused learning spaces. We are also holding money for projects that are currently in progress such as signage for the Learning Circle and a new school sign as well as air conditioning for the Admin block.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,524,435
Base Per Capita	41,381
Base Location	0
Other Base	1,483,054
<b>Equity Total</b>	336,587
Equity Aboriginal	34,178
Equity Socio economic	203,018
Equity Language	0
Equity Disability	99,391
<b>Targeted Total</b>	65,935
<b>Other Total</b>	271,164
<b>Grand Total</b>	2,198,120

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.

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.

Our Year 3 Literacy results show a positive trend in writing over the last 3 years which reflects the work and

professional learning we have done in this area. This is mirrored in our Year 5 Writing data.

Reading data shows an area for improvement and will remain a focus in our school planning in 2019 to have a greater % of students achieving in the top 2 bands. Over the last 4 years we have decreased the percentage of students in the lower bands in reading and we are seeing a positive shift towards students in Bands 3–5 with students achieving Band 6 for the first time in 2018. Interesting to note is that Year 5 Reading growth data indicates we have had the same % of students with Above expected growth, Below expected growth and Negative Growth over the past 4 years.

Our Spelling data also shows an upward trend of students moving from the bottom bands into the top 4 bands in both Year 3 and Year 5.

Year 3 Numeracy data shows a positive trend over the last 3 years with substantial increases of students in the top 2 bands each year. This is a great reflection of the work we have done with our LaST programs targeting those students identified as students who would potentially be in the middle bands prior to intervention.

Year 5 Numeracy data also shows a positive trend since 2016 with an increased number of students in the top two bands. Year 5 growth data shows an upward trend over the last 4 years with the amount of students who have achieved expected growth. We have no students with negative growth.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.





## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. During 2018 students, staff and parents completed the Tell Them From Me surveys as well as other informal and formal school based surveys.

Overall the survey results were positive showing parent satisfaction with the school. Parents value Class Dojo, school awards and the Aboriginal studies programs. Unfortunately we only received 15 parent survey responses making it difficult to really gauge the level of parent satisfaction. Parents surveyed enjoyed being involved in the sports carnivals, book week and Easter parade as well as the Mother's Day and Father's Day events.

Student surveys indicated that students appreciate and value the range of opportunities offered to them within the classroom and beyond. 75% of students surveyed in Years 4–6 had a positive sense of belonging and 92% stated they had positive relationships. 89% of students said they value schooling outcomes and 80% said they were provided with quality instruction.

Teachers overwhelmingly stated that school leaders support them during stressful times, provide guidance to monitor student behaviour and work together to create a safe and orderly school environment. Teachers strongly felt they collaborate together and talk with other teachers about strategies that increase student engagement.

## Policy requirements

### Aboriginal education

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

All Aboriginal students developed a PLP in consultation with their parents/carers, their teacher and a representative from the AECG.

Many Yarn Ups were held throughout the year with our Aboriginal Community. These Yarn Ups focused mainly on our Learning Circle and developing the protocols for it. Discussions were also held around the future directions for our Aboriginal students and plans to raise awareness and develop deeper understandings of Aboriginal culture across the broader school community.

Our partnerships with the local AECG continued to strengthen through regular meetings and the combined effort of the WSLA Aboriginal Education Team.

The spending of our allocated Aboriginal Equity funding has been outlined previously in this report. Some of the

key highlights of our Aboriginal Education programs for 2018 were:

- Employment of a Cultural Worker to engage students in cultural programs including learning the Didgeridoo and Aboriginal dance.
- Continuation of the BroSpeak and SistaSpeak groups.
- Working with families to develop PLPs relevant to students and their families.
- NAIDOC celebrations involved all students K–6, parents and community members and students from the local high school.
- Continued work of the WSLA Aboriginal Education team across the community of schools including the 2nd 'Jarjum Soar' cultural day at Myuna Bay.
- Students receiving additional support or extension from our LaST based on individual needs
- Whole staff professional learning around How to implement Aboriginal perspectives and Interwoven (Aboriginal Weaving).



### Multicultural and anti-racism education

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

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

One staff member completed online training in the role of the school's Anti-Racism Contact Officer while our trained ARCO was on maternity leave.