

# Wyong Public School

## Annual Report



2018



3527

## Introduction

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

We have had another strong and fulfilling year in 2018, with some very pleasing results in Early Action for Success across K–2; as well as excellent Naplan results from year 3 and year 5. Our school also choreographed and performed two outstanding musicals at the Wyong Art House which received high acclaim from over the central coast.

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.

A special thanks to Mr Ruzgas and Mr Lockley for their assistance in compiling this annual report.

Todd Miladinovic

Principal

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## School background

### School vision statement

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

### School context

Our school students represent a wide range of backgrounds. Wyong has 467 students. We currently have 20 classes which include two Opportunity Classes (OC) one MC –Multi Category and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into Grade / Stage groups to maximise student learning.

The school has a focus on quality teaching and learning to improve student learning outcomes. School priorities are literacy, numeracy, building leadership and increasing student engagement through technology in teaching and learning. Our school funding in equity and tied funding is used to support all students in the classroom with support staff, SLSO as well as Quality Teaching across the school. These funds are also strategically used to provide additional training and development for all staff.

Wyong Public School has a strong student wellbeing program and is committed to Positive Behaviour for Learning. High expectations of student academic achievement are evident as well as successful programs in the performing arts and sport.

Wyong is part of the local Wyong Learning Community and is a proud member of the Local Ngara AECG. The school works closely in partnership with the SACC (Schools as Community Centre) on our school site that provides many services and programs for 0–8 years families and children.

## 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 2019 our main areas of focus will be Assessment, Reporting, Educational Leadership and School Planning, implementation and reporting.

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 and learning

#### Purpose

To create a strong learning environment underpinned by high expectations and evidence-based literacy and numeracy teaching practices to provide differentiated curriculum that is reflective and relevant to meet the diverse needs of our students, staff and community.

#### Overall summary of progress

1. Kindergarten & Year 1 students have made progress towards achieving their improvement measures of 80% of students reading at their designated reading level by 2020. 76% of Kindergarten, are reading at level 9 or above and 62% of Year 1 students are reading at level 18 or above. While Year 2 students have exceeded the 2020 target and now have 88% of students reading at level 22 or above.

2. Year 3 exceeded the improvement measure of increasing the percentage of students in the top two bands in reading by 9% by 2020. In 2017 we had 17.5% of students in the top two bands and that increased in 2018 to 35%. The overall increase was 17.5% in 2018. The percentage of students in year 5 have made minimal/nil growth. In 2017 38.6% students were in the top two bands compared to 2018 where we had 39%. 0.4% was the overall increase for Year 5 in 2018.

Both Year 3 and 5 student results indicated a reduction in the percentage of students achieving the top two bands in Writing in comparison to the previous year. Year 3 reduced from 38.6 % in 2017 to 29% in 2018, while Year 5 students decreased from 17.9% in 2017 to 15.0% in 2018.

3. Both Year 3 and Year 5 exceeded the improvement measure of increasing the percentage of students in the top two bands in numeracy by 9% by 2020. From 2017 to 2018 Year 3 increased the percentage by 11.7%, while Year 5s increase was 24.6%.

4. ATSI students in Year 3 reading have exceeded the anticipated growth for 2018. 25% of Year 3 ATSI students achieved the top two bands indicating an increase of 11% from the previous year. Year 5 ATSI students had a decreased percentage of students reach the top two bands. 2017 result showed that 25% of students achieved the top two bands in reading while in 2018 it was decreased to 12.% of students achieved the top two bands.

Both Year 3 and 5 ATSI students achieved growth in the top two bands from the previous year. Year 3 increased from 0% in 2017 to 8.3% in 2018, while Year 5 students increased from 12% in 2017 to 12.5% in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of K–2 students will be reading at or above the following reading levels –Kindergarten L 8; Year 1 L 18; and Year 2 L 26; and 90 % of Year 2 students displaying facile strategies by the end of 2020.	Learning Progressions documents PLAN 2 software Reading Tool spreadsheets L3 monitoring sheets	Kindergarten & Year 1 students have made progress towards achieving their improvement measures of 80% of students reading at their designated reading level by 2020. 76% of Kindergarten, are reading at level 9 or above and 62% of Year 1 students are reading at level 18 or above. While Year 2 students have exceeded the 2020 target and now have 88% of students reading at level 22 or above.
The percentage of year 3 and 5 students in the top two bands for Reading, NAPLAN by 2020, has increased by 9% overall; Year 3 – 18%–27%; Year 5 39%–48%; Year 7 35–44% (baseline 2017 NAPLAN)	Learning Progressions documents PLAN 2 software Reading Tool spreadsheets L3 monitoring sheets	Year 3 exceeded the improvement measure of increasing the percentage of students in the top two bands in reading by 9% by 2020. In 2017 we had 17.5% of students in the top two bands and that increased in 2018 to 35%. The overall increase was 17.5% in 2018. The percentage of students in year 5 have made minimal/nil growth. In 2017 38.6% students were in the top two bands compared to 2018 where we had 39%. 0.4% was the overall increase for Year 5 in 2018.

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The percentage of year 3 and 5 students in the top two bands for Numeracy, NAPLAN by 2020, has increased by 9% overall; Year 3 – 12% – 21%; Year 5 31%–40%; Year 7 29%–38% (baseline 2017 NAPLAN)	Learning Progressions documents PLAN 2 software Reading Tool spreadsheets L3 monitoring sheets	Both Year 3 and Year 5 exceeded the improvement measure of increasing the percentage of students in the top two bands in numeracy by 9% by 2020. From 2017 to 2018 Year 3 increased the percentage by 11.7%, while Year 5s increase was 24.6%
The percentage of ATSI year 3 and 5 students in the top two bands for Reading, in NAPLAN 2020, has increased by 9% overall; Year 3 – 14%– 23%; Year 5 – 25% – 34%; Year 7 18%–27%. The percentage of ATSI year 3 and 5 students in the top two bands for Numeracy, in NAPLAN 2020, has increased by 9% overall; Year 3 0%–9%; Year 5 – 12%– 21%; Year 7 12%–21%	Learning Progressions documents PLAN 2 software Reading Tool spreadsheets L3 monitoring sheets	<p>ATSI students in Year 3 reading have exceeded the anticipated growth for 2018. 25% of Year 3 ATSI students achieved the top two bands indicating an increase of 11% from the previous year. Year 5 ATSI students had a decreased percentage of students reach the top two bands. 2017 result showed that 25% of students achieved the top two bands in reading while in 2018 it was decreased to 12.% of students achieved the top two bands.</p> <p>Both Year 3 and 5 ATSI students achieved growth in the top two bands from the previous year. Year 3 increased from 0% in 2017 to 8.3% in 2018, while Year 5 students increased from 12% in 2017 to 12.5% in 2018.</p>

## Next Steps

1. K–2 teachers will continue professional learning in L3 pedagogy for delivery of literacy instruction with 6 teachers completing OPL training and one teacher commencing L3 training. Instructional Leader will continue to support K–2 teachers in implementing evidence based teaching practices driven by regular analysis of data.
2. A curriculum support role will be implemented in 3–6 classes
3. In 2019 the school will undertake a professional learning initiative to review and further develop teaching, learning and assessment practices in Writing to achieve measurable improvement at a whole school level.



## Strategic Direction 2

### Building leadership capacity

#### Purpose

To build the capacity of staff and students by creating the opportunities and experiences for development, collaboration and expertise.

#### Overall summary of progress

Staff survey on leadership and post survey discussion found two distinct forms of leadership roles: Administrative leadership (organising excursions, sports teams, school performances, etc) and Change Leadership (leading and developing changes to procedures and practices within the school in areas such as curriculum, welfare, etc. and outside of school at the committee or organisational level of LMG or regional events such as PSSA, dance and performance festivals, choral and music festivals, debating, etc).

Curriculum leadership opportunities increased with 4–8 staff delivering curriculum activities TPL during SDD term 3. One staff member taking a leading role in the development and delivery of Math resourcing for classroom and opening her room for demonstration and mentoring, an opportunity taken up by the majority of classroom teachers within the school. This staff member has now replaced an AP in the role as head of the Math Curriculum Committee. Staff members developed and led presentations and sessions at PBL hub meetings. A staff member developed and shared a reading program in consultation with the Instructional Leader that was implemented within the school and then presented and developed at select LMG schools. Two staff new to executive roles were given opportunities in relieving roles. An AP was supported in filling a relieving teaching principal role for two terms.

Support was given to members of staff pursuing leadership roles in extra-curricular activities. One staff member going to regional swimming and athletics and state athletics carnival and running an event at each. Relevant training and time was negotiated and funded. Other staff were supported in becoming committee members and having organisational roles within the extra-curricular performing arts area. One in the area of Dance with the Central Coast Dance Festival in two consecutive years and the other successfully in pursuing a role in the Central Coast Choral Festival as a conductor.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
More than 15% of students in Years 5 & 6 have a leadership role in the school by 2020.	Not applicable	There has been increased student participation in leadership / cultural / sport
More than 30% of teachers undertake leadership roles and responsibilities within the school. By 2020.	Off class AP. communication to Staff	<p>Curriculum leadership opportunities increased with 4–8 staff delivering curriculum activities TPL during SDD term 3. One teacher taking a leading role in the development and delivery of Math resourcing for classroom and opening her room for demonstration and mentoring, an opportunity taken up by the majority of classroom teachers within the school. This staff member has now replaced an AP in the role as head of the Math Curriculum Committee. Staff members developed and led presentations and sessions at PBL hub meetings. A Teacher developed and shared a reading program in consultation with IL that was implemented within the school and then presented and developed at select LMG schools. Two staff new to executive roles were given opportunities in relieving AP roles. An AP was supported in filling a relieving teaching principal role at another school for two terms.</p> <p>Support was given to members of staff pursuing leadership roles in extra-curricular activities. One staff member going to regional swimming and athletics and state athletics carnival and running an</p>

## Progress towards achieving improvement measures

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Use tools such as Learning Bar, Tell Them From Me and 360 reflection tool to measure the improvement in leadership opportunities and capacity for staff.	Off class AP	Staff survey on leadership and post survey discussion found two distinct forms of leadership roles: Administrative leadership (organising excursions, sports teams, school performances, etc) and Change Leadership (leading and developing changes to procedures and practices within the school in areas such as curriculum, welfare, etc. and outside of school at the committee or organisational level of LMG or regional events such as PSSA, dance and performance festivals, choral and music festivals, debating, etc).

## Next Steps

Continued encouragement of staff participation in leadership roles and developing staff from administrative leaders to change leaders.

Development of staff mentoring roles in academic areas as part of an integrated approach to improving writing within the school as highlighted in strategic Direction 1. Building stronger curriculum leadership capacity within the staff.

Encourage staff to consider including a leadership focussed professional goal in their PDPs

Develop system of intermediate recognition of for staff for leadership tasks that could be used as evidence of meeting higher level standards of accreditation.



### Strategic Direction 3

#### Effective communication and connections

#### Purpose

To increase high quality community communication and the visible learning of students, staff and the broader community.

#### Overall summary of progress

Effective communication has been embedded and support staff have been a key to completing this area of the school plan. Further focus on surveys and parental sessions need to be completed and focused upon to support families and garner the areas of need for students and families.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent visitation (20%) to the school website and other social media from 2017 baseline (120 views / week) by 2020(190 views).	Not applicable	Increased promotion of school applications, twitter and communications, resulting in strong responses from the community and visits to various platforms.
Improved parent/community participation in giving feedback using survey tools (TTFM data 10% Baseline 2017) by 2020 (30%)	Not applicable	Parental feedback from TTFM surveys along with the face to face surveys regarding literacy and numeracy programs and parental assistance.
Improved feedback from teachers to students about student learning and achievement (Baseline regular 20% 2017)by 2020 50% – EAfS / Assessment.	Not applicable	Anecdotal, verbal and formal feedback; with a focus on key feedback regarding areas of improvement

#### Next Steps

Our school has embedded strong communication systems throughout the school and community. Community liaisons have been continued to support families (engagement and attendance) and strategies in place to introduce new sponsorship to our school through careers day and Newcastle University programs as well as STEM activities and parental programs. We have already begun to run parental sessions in kindergarten in reading, and also plan to include PBL and numeracy sessions throughout the year.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$99571.00 including aboriginal education officer position.	Aboriginal education officer working in classrooms across the school to support literacy, numeracy, student engagement, attendance, culture, professional learning and parental engagement. ASLO employed to support identified students K–6; and key use of funds to improve student knowledge of Aboriginal education K–6; and in the wider NGARA AECG learning community.
<b>English language proficiency</b>	\$27628 including the use of one temporary teacher for two days a week; which is supplemented from low socio funds.	Teacher employed 2 days a week to support newly arrived students and identified students and families in literacy, and including integration into school.
<b>Low level adjustment for disability</b>	\$261082, which includes a load of 1.7 teachers per week, which the school again supplements with low socio funds to allow extra teachers to work with all students K–6 over 5 days a week.	Executive's released from class to support quality teaching and learning; student welfare needs; Learning Support for students, staff mentoring; PDP implementation, classroom staff in mentoring, class visits, student/parental engagement and needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$78605	Teachers released to support mentoring; teaching and learning; PDP; data collection for EAFS; L3, FOR training for staff / executive; collaborative planning assessment tracking and collection.
<b>Socio–economic background</b>	\$466000	Additional LAST time provided to support students; Executive time as previously reported; additional training and development funds used to support L3 / Focus on Reading implementation; Clerk employed to support staff in terms of technology teaching and learning; additional support for school administration, school assets, health and safety requirements, technology issues. Additional SASS time planned to support school infrastructure / school admin and maintenance of the school and resources.
<b>Support for beginning teachers</b>	\$27572.	Key staff received funding to support beginning and temporary teachers. Training included release time with executives and teachers to team teach / peer teach; planning time with executive to support teaching and learning and assessment; attend training and development courses.
<b>Targeted student support for refugees and new arrivals</b>		



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	252	253	231	241
Girls	242	221	208	220

In 2018 we started a new Emotional Disturbance class with 7 students. In 2019 a Multi-Categorical class will also be formed.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	93.1	93	92.3
1	91.4	95.2	91.8	92.4
2	93.5	91.9	94.1	92.3
3	92.4	91.6	92.3	93.1
4	92.2	93.6	93.2	90.7
5	94.1	93.3	93.6	93.1
6	94	93.4	93.3	92.7
All Years	93.1	93.2	93.1	92.5
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

The school adheres to the Department of Education non-attendance policy. We have introduced an sms system to keep track of school absences and teachers are fully aware of the policy of non-attendance. Our executive staff meet regularly with area staff to ensure children and families are being made aware of their responsibility to attend school and also notify the school of absences.

### Class sizes

Class	Total
KS	22
KB	20
KA	22
12P	19
1D	23
1B	23
2S	20
2L	22
3SL	30
3A	31
34S	31
4C	30
5C	30
5M	28
5F	27
6G	26
6F	26
6W	29

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Administration and Support Staff	5.48

\*Full Time Equivalent

We have one Aboriginal education officer who works 5 days a week, within classrooms and supporting families.

### Workforce retention

There were no transfers into the school during 2018; with one teacher retiring during term 4. We also

received one new permanent teacher for 2019 in the special education unit for our Multi–Category class.

### 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	25

### Professional learning and teacher accreditation

Professional learning was heavily utilised for L3 in years K–2 in L3, along with some Focus on Reading . These two areas utilised over 80% of all teacher professional learning funds to ensure all staff were trained in these programs and pedagogies. Our two Instructional Leaders led the L3 initiatives and also Numeracy. Several staff received beginning teachers funds for aligned training and development in reference to their personal plans.

## 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>	315,006
<b>Revenue</b>	5,331,341
Appropriation	5,040,743
Sale of Goods and Services	3,014
Grants and Contributions	285,734
Gain and Loss	0
Other Revenue	0
Investment Income	1,850
<b>Expenses</b>	-4,845,593
Recurrent Expenses	-4,845,593
Employee Related	-4,383,106
Operating Expenses	-462,487
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	485,748
<b>Balance Carried Forward</b>	800,755

This summary financial information covers funds for operating costs to December 2018 and does not involve expenditure areas such as permanent salaries, minor and major building maintenance.

Some notable Items include:

- New Playground Equipment (Supply and Install) – \$37,300.00
- Professional Learning and Stage Planning – \$100,000.00
- SaCC Creche Grant – \$108,000.00
- Extra Staffing Outside FTE (Non–Teaching) – \$230,000.00
- Extra Staffing Outside FTE (Teaching) – \$110,000.00
- Curriculum Spending – \$100,000.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,097,742
Base Per Capita	84,889
Base Location	0
Other Base	3,012,853
<b>Equity Total</b>	854,986
Equity Aboriginal	99,571
Equity Socio economic	466,706
Equity Language	27,628
Equity Disability	261,082
<b>Targeted Total</b>	422,650
<b>Other Total</b>	429,989
<b>Grand Total</b>	4,805,367

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.

The school received some excellent results across all areas of NAPLAN in years 3 and 5. These results come from a focussed approach to reading, which has been embedded with the EAfS strategy across K–2, and support in years 3–6 with explicit instruction from teachers, learning and support staff and a focus on literacy and numeracy sessions.

### Percentage in Bands:

#### Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	9.7	8.1	16.1	25.8	21.0	19.4
School avg 2016-2018	13.5	7.6	24.6	21.1	16.4	17

### Percentage in Bands:

#### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	6.5	9.7	14.5	33.9	11.3	24.2
School avg 2016-2018	11.7	12.3	25.1	23.4	12.9	14.6

### Percentage in Bands:

#### Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	8.1	21.0	14.5	14.5	25.8	16.1
School avg 2016-2018	9.9	19.9	18.7	20.5	18.7	12.3

### Percentage in Bands:

#### Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	4.8	8.1	24.2	33.9	22.6	6.5
School avg 2016-2018	3.5	11.7	26.3	23.4	31.6	3.5

### Percentage in Bands:

#### Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.1	10.1	16.5	31.6	15.2	21.5
School avg 2016-2018	5	16.6	17.8	23.7	14.1	22.8

### Percentage in Bands:

#### Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	16.5	12.7	32.9	22.8	10.1	5.1
School avg 2016-2018	13.3	15.4	30.3	25.7	12.4	2.9

### Percentage in Bands:

#### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	7.6	15.2	19.0	19.0	16.5	22.8
School avg 2016-2018	6.3	17.6	17.6	16.7	20.9	20.9



### Percentage in Bands:

#### Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	3.8	13.9	12.7	29.1	21.5	19.0
School avg 2016-2018	6.2	10.8	14.9	27.4	20.3	20.3

We also highlighted numeracy as the release from face to face teaching key learning area which appears to be paying some dividends thus far. Teachers have also been focusing on numeracy strategies throughout the school and this has been well supported with professional learning sessions and staff meeting time.

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	22.6	25.8	27.4	16.1	8.1
School avg 2016-2018	3.5	32	24.4	21.5	12.2	6.4

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	14.1	28.2	11.5	23.1	23.1
School avg 2016-2018	5.5	18.1	19.3	20.6	16.8	19.7

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.>

Students performed extremely well in areas of value added, particularly in numeracy and Literacy (English) across both grades, with some exceptional results in year 3.



## Parent/caregiver, student, teacher satisfaction

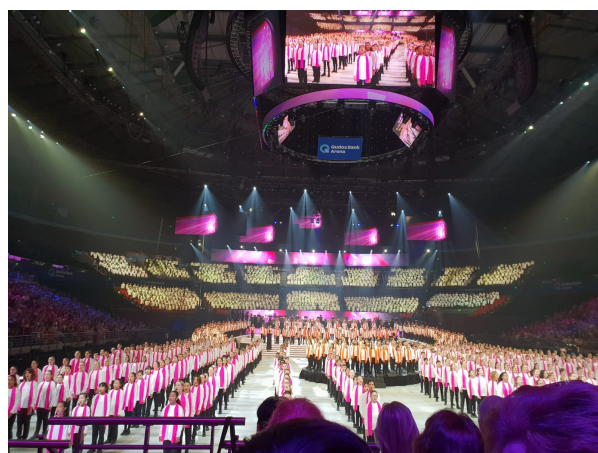
Parent/community engagement and satisfaction has increased by 100% with school communication platforms especially with our social media platform Facebook. For the year of 2018, the schools Facebook account has gone from 200 to over 400 likes. These likes have translated into multiple organic individual likes, comments, and shares on Wyong Public School posts.

Each year the school participates in Tell Them from Me surveys twice a year. These surveys ask students a variety of questions to students in years 4 and 5. Year 4 students sit on par or higher with the 'NSW Government Norm' with respect to their answers. Some notable ones include:

- Students with a positive sense of belonging. The school mean score was 88% and the DoE mean score was 83%.
- Students who are interested and motivated. The school mean score was 86% and the DoE mean score was 80%.

Year 5 students had a higher overall combined mean score compared with the rest of the DoE mean score.

- 53% of students reported in the Higher band compared with the DoE which was 48%.
- 7% of students reported in the lower band compared with the DoE which was 9%.



## Policy requirements

### Aboriginal education

Wyong Public School Management Plan incorporates Aboriginal Education as a priority area within the school plan. The school has a Partnership Agreement with Ngara AECG; two staff members attended Connecting to Country. A high level of commitment is upheld in improving student performance for Aboriginal students by providing Instructional Leaders in Literacy and Math, Learning Assistance Support Teachers, An Intensive Reading Program, L3, First Spelling Program, Aboriginal Education Officer who is also on the Learning Support Team, Community Engagement Committee and AECG, Aboriginal School Learning Support Officer's and Didgeridoo SLSO. All students have Personalised Learning Pathway Plans developed with Teachers, Aboriginal Education Officer and their families. Wyong Public School had three students in the Opportunity Classes. Wyong Public School has an Aboriginal

Education report in the school newsletters and Ngara AECG Reports. Acknowledgement of Country is held at all assemblies and communication meetings. Aboriginal parents and Elders volunteer in the life of the school in classrooms, school programs, Cultural Days, Ngara AECG and the Breakfast Club. All students have access to the Ngara Choir, Koori Choir, Aboriginal Education Room, Artefacts, Gandu Garden and Didgeridoo Group. The Ngara Choir consists of two Learning Communities they perform in their school and the wider community at Apology Day, Sorry Day, Reconciliation Week, NAIDOC Week, NATSI Children's Day and Ngara Assembly of Excellence.

We had a S3 student in the NAISDA Dance Group audition at Kariong they were successful and performed at the Central Coast Dance Festival. The Central Coast Aboriginal Bike and Safety Program in Partnership with Ngara AECG K–6 students attended. Stage 3 students participated in the Sean Lonergan Gosford Regional Gallery Reconciliation School Project. All Stage 2 students visited the Maliga Reconciliation Art Showcase. Students K–6 participated in the NAISDA Dance Workshop and attended the NAISDA Mid–Year Show at Wyong Art House. We had K–6 students participate in the Central Coast Council Aboriginal DANCE Program with Tumby Umbi High School followed by a performance at the Central Coast NAIDOC WEEK Opening held during the school holidays at The Art House Wyong. The Didgeridoo group performed at Jilliby Public School Aboriginal Cultural and Flag raising day, Stage 3 students participated in the Aurora Outreach Program. Wyong Public School has Partnerships with Yerin Aboriginal Health Services, Bungree Aboriginal Association, Gudjagang Ngara Li–dhi, Young Black & Ready for school, Ngara AECG, Yarran, Darkinjung LALC, Nunyara Aboriginal Health Unit Central Coast Health, Ngiyang and Aboriginal Early Years Interagency. Wyong Public School Acknowledged and celebrated whole school assemblies for National Apology Day, Sorry Day, Reconciliation Week, NAIDOC Week and National Aboriginal & Torres Strait Islander Children's Day. Teacher's accessed resources from the AEO, I Centre Aboriginal Room and Teachers involved Aboriginal Education Programs. Aboriginal students participated in the Didgeridoo Groups, Junior and Senior Dance Groups, NAIDOC Aboriginal Dance Group, Aboriginal Songs in Language, School Choirs, Koori Choir, Representative Sport Teams, Aim High Newcastle University Program, the Opportunity Classes, Selective High Schools, Ngara AECG Assembly of Excellence performances in Ngara Choir, Didgeridoo and performance by Stage 1.



### Multicultural and anti-racism education

In 2018 Wyong Public School employed practices to ensure departmental policy was followed. Teaching programs included various Australian cultures and maintained a strong focus on developing understandings of differences by explicitly teaching about the many facets of what makes us Australian. Programs were differentiated to meet the needs of our students. The school has two Anti–Racism Contact Officers (ARCOs) with current training. All staff are aware of the appropriate procedure to respond to any incident of racism in the school. Parents and students of various nationalities shared their culture and experiences with all students and staff in a brief morning assembly and class programs continue to teach the variety of programs in the syllabus documents that incorporates *this wonderful culture of Australia, to keep this country Great again*. Students and staff were supported for 2 days per week by an 'English as an Additional Language or Dialect' (EAL/D) teacher. This was from a combination of English Language Proficiency and New Arrival Program funding. The EAL/D teacher is member of the Central Coast EAL/D Network that meets regularly to discuss policies and procedures in Multicultural Education. The number of EAL/D students at our school continued to grow. Approximately 16% of the students at Wyong Public School had a language background other than English, with a total of 32 different languages identified. EAL/D students received support in the classroom and/or individual support. 17 identified students received individual support from various backgrounds including China, The Philippines, Nepal, Bangladesh, Pakistan, India, South Korea, Vietnam, Samoa and Tonga. This allowed the students to be able to use English to access the curriculum in their classrooms. Multicultural aspects continue to be taught across the curriculum and the school celebrates significant days and events.

### Other school programs

Music at Wyong PS in 2018. 2018 was a big year musically for Wyong Public School. Violin and Cello lessons took place daily with students performing at the Festival of Instrumental Music at the Sydney Opera House. The school's Key Choir began their year



by being awarded second place at the Hunter and Central Coast Choralfest. The Key Choir went on to perform as part of the mass choir at Central Coast Schools' Showcase, Wyong Races and Celebration Sing Out at Sydney Town Hall to raise funds for Music Therapy at Westmead Children's Hospital. The choir's year culminated in a nationally televised performance in the NSW Schools' Spectacular at Qudos Bank Arena.