

# Wyoming Public School Annual Report



2018



4397

## Introduction

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

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

Rebecca Wild

Principal

## School contact details

Wyoming Public School

Maidens Brush Rd

Wyoming, 2250

[www.wyoming-p.schools.nsw.edu.au](http://www.wyoming-p.schools.nsw.edu.au)

[wyoming-p.school@det.nsw.edu.au](mailto:wyoming-p.school@det.nsw.edu.au)

4325 2181

# School background

## School vision statement

Wyoming Public School works to provide a high-quality education that improves the lives of individuals and families in our community.

To do this we nurture our students to develop deep knowledge, critical understanding and a positive attitude to themselves and others. Our goal is to create young people with the skills to live rewarding and productive lives within a complex and dynamic world.

Our approach will always value and develop respectful and purposeful relationships as we challenge ourselves to be life-long learners; no matter what role in the school we play.

## School context

Wyoming Public School was established in 1969 and is located 5km north of Gosford on the Central Coast of NSW. The school is on Darkinjung traditional land and serves a community that lies between North Gosford and Narara.

Our diverse school population of 360 students includes 15% with Aboriginal heritage and 12% with non-English speaking backgrounds. Our thirteen mainstream classes are organised into Stage groups with our 3 special education classes catering for students with mild- to moderate- intellectual disabilities or autism.

Wyoming Public School has a dedicated staff and an excellent reputation for enabling students to achieve their individual personal best through the implementation of programs that reflect quality teaching and learning. These include Language, Learning and Literacy (L3), Focus on Reading (FoR), Taking Off with Numeracy(TOWN) and Targeting Early Numeracy (TEN).

We are proud to be part of the Early Action for Success (Phase 2) program. The employment of a full-time and part-time Deputy Principal Instructional Leader has enabled a continued focus on high quality professional learning in literacy and numeracy and achieved excellence in data analysis.

Wyoming Public School has well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2018 and beyond we look forward to maintaining strong ties with the Coinda Local Aboriginal Education Consultative Group (AECG).

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal Education, socio-economic backgrounds, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning Wyoming Public School is excelling.

Our evidence clearly shows that teachers have high-expectations that all students will succeed with processes in place to monitor, track and provide support for areas of need. This is evident through the inclusion of a writing focus in our 2018 milestones due to our 2017 data analysis and NAPLAN results. Following investigation of available writing programs, our Instructional Leaders attended a 2 day workshop and delivered professional learning K-6 on the *7 steps for Writing Success* pedagogy.

Our evidence from the 2018 *Tell Them From Me* survey also highlights that teachers are committed to ensuring

classrooms reflect a learning culture built on positive, respectful relationships, with students and parents rating Wyoming Public School greater than NSW Govt Norms in the areas related to classroom climate. During 2018 staff participated in training on trauma informed practices which reflects our strong commitment to the holistic wellbeing of our students and our determination to provide a quality learning environment for all students to ensure they connect, succeed, thrive and learn.

We have a strong and consistent focus on the early identification of student learning needs, and subsequent targeted interventions, which has led to improved student learning outcomes. High expectations for learning is evident throughout K–6, with our systematic tracking and monitoring informing individual learning goals and ensuring optimum conditions for student learning. Our significant professional learning including Language, Learning and Literacy in Early Stage 1 and Stage 1, Running Records, Vocabulary, Focus on Reading and Reciprocal Reading, has resulted in the enhancement of explicit, targeted teaching and the significant improvement of student outcomes, particularly in the areas of reading and comprehension.

In the School Excellence Framework domain of Teaching Wyoming Public School is sustaining and growing.

Our sustained focus on evidence-based teaching and student-centred learning, has resulted in high-performing teachers who tailor programs and learning experiences, according to students' needs. This is evident through our commitment to developing teachers' skills in the 5-weekly, systematic collection, analysis and use of data, in and across stages, through data days and ongoing professional learning. Teachers use the data to track and monitor student progress, continually refine their teaching practices and inform the next steps in learning. There is a collective sense of responsibility for student outcomes and for the targeted use of Tier 2 and 3 interventions for students at risk. Our assessments, informs explicit teaching and permits timely feedback for students, against syllabus outcomes and Literacy and Numeracy Continuums.

Teachers take personal and collective responsibility for meeting their individual professional goals and accreditation requirements, evident in their Personal Development Plans and through formal supervision processes. All teachers willingly participate in consistent teacher judgement practices and lesson observations, with feedback provided by their peers and school leaders. Targeted professional learning is strategically aligned to our School Plan with teachers engaging in substantial professional learning to continually improve their teaching practice.

In the School Excellence Framework domain of Leading Wyoming Public School is sustaining and growing.

We have a continual and robust focus on whole-school instructional leadership with strong support from the executive team who ensure a culture of high expectations, community engagement and a commitment to continual improvement. We have demonstrated our shared sense of responsibility for student engagement and a proactive relationship with parents, evident through our Learning Support Team who use a case management approach to ensure the wellbeing of all students.

The establishment of Strategic Direction Teams drives our School Plan with a focus on delivering a high-quality service driven by improving student achievements. This is underpinned by solid administrative systems, structures and processes, evident through our demonstrated commitment to the strategic targeting of school resources. In addition, 84 days of professional learning were strategically targeted to provide teachers with cutting-edge, evidence-based, high-quality practices. There is a strong culture of collegial trust and collaborative practices that are particularly evident in our data days, consistent teacher quality and Quality Teaching Rounds.

Our self-assessment and the external validation 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 Systems

#### Purpose

To embed effective, concise and sustainable quality systems that maximise the efficiency of processes through establishing clear, reliable, defined roles and procedures

#### **School Excellence Framework Links:**

*Learning Domain* – Learning Culture; Wellbeing; Reporting

*Teaching Domain* – Data Skills and Use; Professional Standards; Learning and Development

*Leading Domain* – Educational Leadership; School Planning, Implementation and Reporting; Management Practices and Processes

#### Overall summary of progress

Our commitment to building a culture of distributive instructional leadership has been the core purpose of the introduction of strategic direction teams– to drive the School Plan. Time during professional learning afternoons is dedicated to allow teams to plan and monitor impact through regular reflection on established milestones. The work of our instructional leaders shows a dedicated focus on building teacher capacity to analyse and respond to student performance data, and adjust teaching and intervention practices to address and decrease gaps in learning.

Embedding evidence-based practices and the development of a collaborative, professional learning culture focussed on high expectations and continuous improvement has been supported through the allocation of funds for teacher release days, collegial discussions and the tracking and analysis of student data to inform teaching and promote consistency of teacher judgement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase teacher rating on the "School leaders leading improvement and change" domain of the <i>Tell Them From Me</i> survey to above 90% (agree or strongly agree) from 68% (2017)	\$14 750	<p>Teachers rated the "School leaders leading improvement and change" domain of the <i>Tell Them From Me</i> survey at 96%(agree or strongly agree) – an improvement of 28%.</p> <p>Quantitative data gathered through the use of a Guskey Thermometer indicated overwhelming support for the training and implementation of 7 <i>Steps for Writing</i> , with 80% rating the implementation at changing teaching practices and 20% rating as having evidence to show a change in learning practices.</p> <p>In line with our commitment as an <i>Early Action for Success</i> phase 2 school, our Instructional Leaders work extensively with K–2 staff both in the classroom and leading professional learning. Quantitative data indicates that 100% of staff (K–2) identify that their teaching and learning practices have been changed to a "great extent" with 100% supporting that positive changes to literacy and numeracy teaching across K–6 has also occurred. In 2018, 4 teachers completed their accreditation in L3 Stage 1, and 1 teacher completed their first year of training.</p>
Increase teacher response rate on the <i>People Matter</i> survey to		Teacher response rate on the <i>People Matter</i> survey increased from 47% (2017) to 70% (2018) with the

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
above 80% from 47% (2017). Combined Teacher ranking of "strongly agree" and "agree" within the domain of communication to be above 80 from 53 (2017)		<p>combines teacher ranking of "strongly agree" and "agree" within the domain of communication increasing to 78 (2018) from 53 (2017).</p> <p>Qualitative and quantitative feedback from the strategic direction teams indicates that each team has made progress towards their established milestones and have clear goals established for 2019. Staff have also enjoyed the opportunity to lead initiatives and be actively involved in setting directions for the school.</p>

## Next Steps

Embed process of strategic direction teams across school and extend process to include formal feedback sessions to all staff members therefore increasing understanding of and involvement with the school plan.

Continue to monitor and support staff training in *7 Steps for Writing, L3 Kindergarten* and *L3 Stage 1*.

## Strategic Direction 2

### Empowered Futures

#### Purpose

To create a learning environment where strong partnerships inspire all families and teachers to have high expectations for student development supporting them to become confident, creative and resilient global citizens who are ready to transition to high school and beyond.

#### **School Excellence Framework Links:**

*Learning Domain* – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting

*Teaching Domain* – Effective Classroom Practice; Data Skills and Use

*Leading Domain* – Educational Leadership; Management Practices and Processes

#### Overall summary of progress

Quality partnerships between teachers, students and parents continues to be a high priority for Wyoming Public School. In 2018, all teachers conducted goal setting meetings during Term 1 where parents were invited to review their child's progress using the Literacy and Numeracy progressions. These were conducted to encourage a joint understanding of expected student achievement and a shared responsibility for continued growth. Feedback from staff indicated a lack of confidence in using the progressions for this purpose hence the Term 3 meetings were postponed and the funding used for additional professional learning. Further clarification provided by the Department of Education also led to teachers tracking every student in their class on 7 elements in preference to all elements with the goal to support consistency of teacher judgement and deepening confidence in their use as part of regular classroom teaching analysis.

This initiative has had significant support of parents with the majority participating in face to face meetings. For those who were unable to attend in person, phone interviews were provided as an alternative. Open classrooms were also offered in Terms 1, 2 and 3 to support parent curriculum knowledge.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase family rating in the "Parents Are Informed" domain of the <i>Tell Them From Me</i> survey to at least 9.0 from 7.7 (2017)	\$30 000	Family rating in the "Parents are Informed" domain of the <i>Tell Them From Me</i> survey is 6.5. This is a significant reduction from 7.7 in 2017.  Further investigation indicates a significant reduction in the number of families who completed the survey 22 (2018) compared to 51 (2017).  It may also indicate that parents placed high value on the goal setting meetings and did not consider teacher comments on semester reports adequately summarised achievement towards established goals.
Increase student rating in the "Effective learning time" driver of student outcomes within the <i>Tell Them From Me</i> survey to at least 9.0 from 8.6 (2017)		Student rating in the "Effective learning time" driver of the <i>Tell Them From Me</i> survey is 8.3. This is on par NSW Govt Norm (8.2, 2018) and 2017 School Mean 8.6.
Increase student rating in the "Rigour" driver of student outcomes within the <i>Tell Them From Me</i> survey to at least 9.0 from 8.7 (2017)	\$25 000	Student rating in the "Rigour" driver of the <i>Tell Them From Me</i> survey is 8.4. This is on par NSW Govt Norm (8.2, 2018) and 2017 School Mean 8.7.

## Next Steps

Hold parent focus groups in Term 1 to ascertain what information parents place high value on within the semester reports and how they wish to receive it.

Revisit feedback from parents regarding staff-led workshops.

Conduct further professional learning on the establishment and review of learning intention and quality success criteria. Explore inclusion in the Wyoming Public School supervision document.

Instructional leaders continue to have strong presence in classrooms in both demonstration-teacher and team-teacher role.

Continued focus on Quality Teaching pedagogy.

## Strategic Direction 3

### Excellence in Teaching and Learning

#### Purpose

To create opportunities to develop and share exemplary classroom practice and embed the process of peer collaboration with a focus on future focused student progress

#### **School Excellence Framework Links:**

*Learning Domain* – Learning Culture; Wellbeing; Curriculum; Assessment; Reporting; Student Performance Measures

*Teaching Domain* – Effective Classroom Practice; Data Skills and Use; Learning and Development

*Leading* – Educational Leadership; School Resources

#### Overall summary of progress

Staff at Wyoming Public School pride themselves on demonstrating a strong commitment to improving teaching practice through consistently seeking advice, mentoring and coaching support as they strive to implement the highest quality instruction possible. This has been strongly evidenced in 2018 by the introduction of Quality Teaching Rounds to all classroom teachers K–6.

A team of 5 staff (Principal, Instructional Leader, Assistant Principal and 2 teachers) attended training through the University of Newcastle in Term 1. Members of the team introduced the structure of Quality Teaching Rounds to all staff during the Term 3 School Development Day, with additional coding practice and group discussion occurring during professional learning meetings. Groups of learning communities that included staff from across all stages were formed and a full round completed for each community during Terms 3 and 4.

Qualitative and quantitative feedback from staff has been overwhelmingly positive. Results from a Guskey Thermometer indicated that 17% of participants ranked themselves as seeing changes to learning practices within their class with the remaining 83% ranking themselves as having changed teaching practice through participation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase teacher rated domains of "Learning Culture"; "Collaboration" and "Data informs Practice" of the <i>Tell Them From Me</i> survey to higher than NSW Government norms (baseline 2017: 8.0; 7.8; 7.8) and at least 9.0 from 8.2; 8.1; 8.2 (2017)	\$50 000	Teacher rating in the "Learning Culture" driver of the <i>Tell Them From Me</i> survey is 8.1. This is on par NSW Govt Norm (8.0) and 2017 School Mean (8.2).  Teacher rating in the "Collaboration" driver of the <i>Tell Them From Me</i> survey is 8.4. This is well above NSW Govt Norm (7.8) and 2017 School Mean (7.8).  Teacher rating in the "Data Informs Practice" driver of the <i>Tell Them From Me</i> survey is 8.0. This is on par NSW Govt Norm (7.8) and 2017 School Mean (8.2).
In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Reading (Year 3 30% to 40%; Year 5 15% to 30%; Year 7 19% to 25%) by 2020 (baseline 2017 NAPLAN)	\$41 645	42% of Year 3 students in top 2 bands for NAPLAN reading. A significant increase from the 2017 result of 30%.  26% of Year 5 students in top 2 bands for NAPLAN reading. A significant increase from the 2017 result of 15%.  Year 7 data is not available through the Department of Education SCOUT reports.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Numeracy (Year 3 19% to 30%; Year 5 10% to 25%; Year 7 30% to 35%) by 2020 (baseline 2017 NAPLAN)		33% of Year 3 students in top 2 bands for NAPLAN numeracy. A significant increase from the 2017 result of 19%.  11% of Year 5 students in top 2 bands for NAPLAN numeracy. An increase from the 2017 result of 10%.

## Next Steps

Ensure all new teaching staff trained in Quality Teaching Rounds for their inclusion in 2019.

Plan for each learning community to complete 1 day of rounds per term.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$77 330	<p>All students have a Personalised Learning Plan written in collaboration with teaching staff, parents/carers and the student.</p> <p>Student feedback from the <i>Tell Them From Me</i> survey indicated that 70% of Aboriginal students in grades 4–6 "agree" or "strongly agree" that they "feel good about their culture" with 50% identifying that teachers understand culture.</p> <p>The "Starting Together" Aboriginal family breakfast program commenced in Term 2 with a small but consistent group of families joining together for breakfast each Wednesday.</p> <p>An Aboriginal Language group was established in Term 3 for students in Stage 3. This has been a highly successful initiative with students working on the production of a verse written in language describing the land that Wyoming Public School is built on and the connections to culture that students who attend identify with.</p> <p>NAIDOC celebrations were supported across the school in collaboration with the Cooinda Local Aboriginal Education Consultative Group with a celebration of Aboriginal traditional games.</p>
<b>English language proficiency</b>		<p>All students identified as having English as an additional language or dialect plotted on learning progression and case-managed through Learning Support Meetings.</p> <p>All members of English as Additional Language or Dialect strategic direction team successfully completed facilitated online training course <i>"Using the EALD Learning Progressions"</i>. Members of the team then led all staff in 6 hours of teacher training.</p>
<b>Low level adjustment for disability</b>	\$116 893	<p>Speech Pathologists employed to screen all Headstart students and selected students from K–2 for Language development difficulties with follow up from School Learning Support Officer and in class strategies provided to teachers.</p> <p>Employment of Invention Teachers to provide intensive support to the specific needs of students K–2 in phonics, phonemic awareness, reading and/or numeracy.</p> <p>School Learning Support Officer employed to support students identified through National Consistent Collection of Data and the Learning Support Team as being "at risk" and implement individual learning programs</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		See strategic direction 3 – Excellence in Teaching and Learning
<b>Socio-economic background</b>	\$177 955	Classroom teacher with expertise in technology employed to provide professional

<b>Socio-economic background</b>	\$177 955	<p>learning, mentoring advice and technology maintenance. All staff report that this strategy has resulted in a high level of engagement from students and that they have felt a high level of support through professional learning.</p> <p>Classroom teacher employed to coordinate transition program for students in the year prior to school. All students who participated in the program commenced Kindergarten familiar with classroom routines and learning expectations.</p> <p>Partnerships Officer communicated with parents to engage in short courses that can be used as a platform to paid employment. Feedback from the community attests to the positive relationships and increased engagement to the school parents have formed through Partnerships Officer programs.</p>
<b>Support for beginning teachers</b>	\$15 991	<p>Beginning teachers partake in structured professional learning to assist the development of their teaching philosophy and teaching practice. This includes individual and group mentoring with their supervisor and/or instructional leader. Additional support is also provided as identified needs arise for reporting, programming or the implantation of new programs.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	152	167	168	174
Girls	138	162	178	189

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

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	95.1	95.2	93.6
1	94.1	91.8	94.2	92.4
2	91.9	93.6	92.6	94.2
3	94.2	94.4	93.1	92.8
4	93.2	95.3	95	91.7
5	93.4	92.6	94.3	92.3
6	94	94.1	92	90.4
All Years	93.6	94	93.8	92.6
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

Wyoming Public School continues to be on par with State Department of Education attendance data.

The attendance of students is monitored through stage meetings and the Learning Support Team with referrals being made to the Home School Liaison Officer where school based intervention is unsuccessful.

Excellent attendance is celebrated through the fortnightly newsletter, attendance awards and an

attendance celebration lunch at the conclusion of Term 4.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Teaching and support staff undertook a wide range of professional learning activities during 2018.

All staff participated in five School Development Days during which they completed training in writing milestones; trauma; Filmpod; 7 Steps for Writing; Quality Teaching; Using the English as a Second Language or Dialect Progressions as well as mandatory training in child protection; code of conduct; fraud and corruption and CPR/Anaphylaxis.

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

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

The total spend for professional learning at the end of the school year was \$24 487. These funds are allocated to the school as a tied grant and equate to an average expenditure of \$1440 per teacher.

In 2018 Wyoming Public School had 5 teachers working towards accreditation and 17 teachers maintaining their 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>	316,849
<b>Revenue</b>	4,478,091
Appropriation	4,405,204
Sale of Goods and Services	2,965
Grants and Contributions	68,629
Gain and Loss	0
Other Revenue	0
Investment Income	1,293
<b>Expenses</b>	-4,455,521
Recurrent Expenses	-4,455,521
Employee Related	-4,055,503
Operating Expenses	-400,018
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	22,569
<b>Balance Carried Forward</b>	339,418

Wyoming Public Schools financial management is monitored by the Principal in collaboration with the School Administration Manager and executive.

At the commencement of each year key lead staff members submit budget requests. These are then considered and allocated. Responsibility to ensure funds are spent as per request and within the allocated timeframe is the responsibility of the staff member who submitted the request.

In 2018 a considerable amount of funds were allocated to updating student access to technology and upgrading playground equipment.

### 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>	2,482,401
Base Per Capita	71,895
Base Location	0
Other Base	2,410,506
<b>Equity Total</b>	497,670
Equity Aboriginal	76,955
Equity Socio economic	290,147
Equity Language	15,320
Equity Disability	115,248
<b>Targeted Total</b>	567,345
<b>Other Total</b>	696,746
<b>Grand Total</b>	4,244,162

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

In accordance with the Premier's Priorities improving education results, schools are required to report their student performance for the top 2 NAPLAN bands in Reading and Numeracy. The percentage of students in the top 2 bands for Year 3 Reading was 42% and 33% for Numeracy.

The percentage of Year 5 for Reading was 26% and Numeracy 11%.

Another reporting requirement for the State priorities: better services – improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal Students to report the percentage of Aboriginal students in the top 2 NAPLAN bands. Wyoming Public School has less than 10 students in each cohort and therefore the data is unable to be reported.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school through the *Tell Them From Me Survey*. Their responses are presented below:

A majority of parents feel that Wyoming Public School is an inclusive school (7.4) that supports student safety (7.5).

Students of Wyoming have positive relationships (84%), positive homework behaviours (69%), display positive behaviour at school (91%) and believe that their teacher uses learning time effectively (8.3).

Teachers rate the school as having strong leadership (7.9), high levels of collaboration (8.4) and learning culture (8.1) Use data to inform practice (8.0), and appreciate good parent involvement (7.4).

## Policy requirements

### Aboriginal education

Wyoming Public School implements the *Aboriginal Education and Training Policy*. School programs support our goal of Aboriginal equity in opportunities and achievements. In 2018, the Aboriginal Education strategic direction team will continue to be involved in the Cooida Local Aboriginal Educational Consultative Group and support staff professional learning to strengthen staff confidence when embedding Aboriginal perspectives across all subjects.

Wyoming Public School joined with Aboriginal students from across the Valley Schools Local Management Group to participate in an Aboriginal Cultural Day. A

highlight of this event was learning about culture and the playing of traditional games.

### Multicultural and anti-racism education

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

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