

# William Bayldon Public School

## Annual Report



2018



4602

## Introduction

The Annual Report for **2018** is provided to the community of William Bayldon 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.

Sally Ryan

Principal

## School contact details

William Bayldon Public School

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6658 2676

## Message from the Principal

Our teachers are passionate, inspired and dedicated to their profession. They know they have the greatest impact on student learning outcomes and seek continuous improvement in their own practice through quality, timely and focused professional learning opportunities. Our teachers want the absolute best for all children and want them to do better than their best every day. Our teachers care about the welfare of all children. They know each child as individuals and value them as the young people who will be our future.

The students who attend William Bayldon uphold our values of respect, responsibility and co-operation each and every day because they know it is the right thing to do; and because they want the best for themselves in their learning, their contribution to society and their own future. They engage in every learning opportunity in and beyond the classroom, and enjoy a range of extracurricular activities such as Coding Club before school, organised games at lunchtime, choir, band, Dance Club and a range of opportunities to be involved in school dramatic performances.

Our school Captains and Vice Captains have led by example, believed in what is right and trusted in their own strengths as leaders in our school. This leadership has gone a long way to building a stronger Student Representative Council where student voice is listened to and valued. They all get involved, are proud participants and have a go.

Our volunteers have added to the excellence of our programs and extracurricular activities. Parents and carers have helped with sporting events, transporting students to and from activities outside school, volunteering in the canteen, assisting with the performing arts and our NAIDOC Day activities for the Bongil Bongil Community of Schools.

This year, we farewelled Karan Edwards who has been a member of our staff for 16 years. Karan, as a Student Learning Support Officer (SLSO), has provided exceptional care and learning guidance for students in the Support Unit and mainstream classes. Many students have been lucky to work with Karan as she has been their guide by the side, someone they can talk to, share a laugh and celebrate with when they make progress.

We know that at the end of each day parents want their children to come home and say they had a great day. They also want to know their child is progressing and that they are learning for their future. Learning is life-long for every one of us. Lastly, parents want their child to be known, valued and cared for. That is what we provide for every child at William Bayldon because the children are at the centre of every decision we make.

## Message from the school community

I would like to acknowledge and thank the staff at WBPS for a successful 2018. Your commitment to our children is exceptional. I would also like to personally thank the small but dedicated team who attend every P&C meeting to discuss what is happening at the school and discuss how we can support the school because it is the P&C's aim to support the students, staff and families of the school.

Thank you to everyone who volunteered at the functions the P&C has run, or assisted the school to run, during 2018. It is true that many hands make light work and when it comes to a Mother's or Father's day stall, Athletics and Swimming carnivals, canteen, movie nights, NAIDOC and other events held throughout the year, your help is very much appreciated and needed.

The P&C made monetary donations for Band Scholarships each term and also donated the cost of raffle tickets for the School Spectacular movie night fundraiser. The P&C ran the Easter and Christmas raffles which were both successful and helped with the installation of the new preparation bench in the canteen. The P&C also continued to support the families of WBPS with the Healthy Canteen strategy and the sale of school hats and uniforms.

Most importantly the P&C functioned as a forum for the communication between the school principal, staff and parents/caregivers. This communication must always continue to be a two-way street. Parents who attend our meetings are able to gain a greater understanding of the operation and management of the school, the reasoning behind school policy can be clarified and explained and also have a place to voice their concerns, suggestions and opinions. In turn the staff are able to use input and feedback from parents/caregivers when formulating school policies and directions. This is a great forum to support parents/caregivers to understand these policies and learning frameworks.

I've learned so much through being involved With the P&C over the last year and gained insight into the management of the school, how funding is utilised to support all students and how dedicated the teaching staff are to developing our children into life long learners. Communication between parents/caregivers and the school staff is important to give every student the best possible education. I look forward to continuing a great partnership between the P&C and the school in 2019.

Toni Scoble

P&C President

## School background

### School vision statement

#### At William Bayldon Public School:

our commitment is to lead and engage our school community in quality learning and teaching opportunities that challenge, nurture, guide and inspire.

### School context

The school is staffed on a P2 entitlement with our enrolment figures for 2018 at 212, with 37% of our student population being Aboriginal students.

The school has four small Special Education Classes that cater for students with complex needs.

A strong Performing Arts focus across the school ensures students have the opportunity to learn an instrument, engage in whole school performances and productions, and enjoy drama and music as part of their classroom learning.

William Bayldon is a PBL school and has a strong focus on developing the whole child through embedded practices that support our students to connect, succeed and thrive.

The school is accredited Sunsafe and is recognised as a Live Life Well and Crunch and Sip school.

The NSW measure of Family Occupation and Education Index (FOIE) for 2018 is 167 compared with the NSW average of 100. Higher FOEI values indicates greater disadvantage.

## 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 collection and analysis of school wide data and practices clearly shows the following areas for improvement:

#### Assessment

- whole school assessment schedule
- assessment used to make refined judgements about effective teaching practice
- development of IEPs/PLPs SMART goals and assessment practices to measure the improvement

#### Reporting

- utilise assessment data to make more informed decisions about student progress and identify next teaching points
- school wide analysis and reporting of data collected through the assessment schedule
- communication of next steps required to improve achievement

#### Student Performance Measures

- learning is visible to students – they understand where they are and what needs to occur to improve with quality teaching as support
- feedback and feedforward practices are refined and become a school wide practice

#### Self-assessment Processes

- continuing to utilise the milestone pages of the 2018–2020 school plan to drive school change and growth
- enhancing our current practices in "student voice" as part of our school feedback and planning processes
- continuing the development of staff and community understanding of the School Excellence Framework

- further enhancing our school's evidence gathering processes in reflection of the School Excellence Framework.

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 Learning

#### Purpose

Teachers, parents, students and the broader community are committed to implementing evidence-based change to whole school practices that result in improved student learning outcomes and wellbeing.

#### Overall summary of progress

In 2018 teachers have engaged in professional learning that has provided them with the knowledge, understanding and strategies to successfully implement visible learning in their classrooms. They have explicitly taught Learning Intentions and Success Criteria, K–6, to ensure this is an embedded practice in literacy and numeracy. Students have worked with teachers to develop their own learning goals and are beginning to articulate why their learning matters. Leaders have analysed attendance data and begun to implement measures to address partial and poor attendance for individuals and groups.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student wellbeing improves from baseline data, as indicated by increased attendance, engagement feedback and student voice via the Tell Them from Me survey.</p> <p>In 3 years the school's value add is similar to or above the value added average school, K–3 and 3–5 (SEF from Working Towards in Student performance to Delivering).</p>	>22000	<p>Attendance is at 91.82% for this year. A reduction in partial attendance is evident.</p> <p>The 'Tell Them from Me' survey results indicate some improvement in students valuing learning and school.</p> <p>All teachers have evidence of learning intentions and success criteria in teaching and learning programs. Student work samples and class lessons provide evidence of student engagement and enjoyment of learning.</p> <p>The Instructional Leader and class teachers have engaged in co-planning, co-teaching and co-reflecting to focus on Quality Teaching practices and using data to inform where to next with student learning outcomes.</p> <p>NAPLAN results are not reflecting the expected growth for students, Years 3–5.</p>

#### Next Steps

In 2019, teachers will build on their visible learning knowledge with a focus on feed up/feedback/ feed forward to support student learning and teacher reflection on individual learning progress.

Attendance will continue to be addressed in 2019 with a focus on ensuring every child is known, valued and cared for everyday. A mentoring program, breakfast club and structured morning and lunchtime activities will be implemented for all students.

NAPLAN data will be analysed to address student needs in reading and numeracy. The focus will be school wide with all teachers targeting comprehension in reading and numeracy, K–6.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Teachers use data effectively to reflect on quality teaching practices that meet the needs of all students.

#### Overall summary of progress

Leaders have utilised professional readings, quality resources and Departmental documents to develop focused, relevant and timely Professional Learning for staff. Staff have developed goals for their own learning that align to the school's strategic directions and priorities allowing the school to plan Professional Learning that has an impact on student learning outcomes. Teachers have engaged in GROWTH meetings with the principal and team meetings have a Professional Development Plan focus each week. Teachers who attended L3 all identify their increased capabilities to meet the needs of individual students in reading and writing. They have also stated they are better able to set and evaluate goals with students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers have quality syllabus driven, differentiated, sequenced teaching and learning programs (SEF from Delivering in Curriculum to Sustaining and Growing).  80% of students are meeting EAfS growth targets, K–2. (SEF Student Performance Measures from Working Towards to Delivering).	33000– TPL and resources	Teachers have developed goals for improved practice in their teaching and learning programs that are aligned to the School Excellence Framework, School Plan and Australian Professional Standards for teachers.  Teachers have provided evidence of quality practice through PDP meetings.  The Instructional Leader and class teachers have worked together to improve student growth on the literacy and numeracy progressions through systematic data analysis and point of need intervention.

#### Next Steps

Continuation of L3 stage 1 for one teacher and a new L3K for one teacher.

Collaboration/Planning days for teachers across ES1 and S1 to work together to identify learning outcomes, intentions and strategies to support students to meet those outcomes.

Collaboration/planning days for teachers in stage 2 and 3 to work together with the 3–6 Curriculum Leader to address comprehension in reading and numeracy.

Continuation of GROWTH meetings each term with all teachers utilising the School Excellence Framework, What Works Best documents, School Plan and Australian Professional Standards for teachers to drive best practice across the whole school.

## Strategic Direction 3

### Quality Leading

#### Purpose

A culture of evidenced based teaching and learning, as well as quality systems and processes for school excellence, lead to measurable improvement in learning for all students.

#### Overall summary of progress

The leadership focus for teachers in 2018 was in STEM. A core team engaged in professional learning with the University of Sydney and worked together to build their own capacity as leaders in STEM, whilst implementing quality STEM learning opportunities for students in Stage 2 and 3.

All teachers engaged in coaching and mentoring Professional Learning, and some teachers took on lead roles to coach and mentor others within the school. The school focus on developing all teachers as instructional leaders will continue.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate enhanced teaching capacity by implementing quality systems and processes in their daily practices as evidenced by Learning Sprints, Learning Walks and other evaluation data.  Teacher PDPs and GROWTH plans provide evidence of enhanced quality teaching as a result of differentiated professional learning.	>12000	100% of staff completed the 'People Matter Survey' with the school showing improvement in all areas.  STEM teachers have improved their pedagogy in STEM through partnerships with Network schools and Sydney University and are beginning to provide instructional leadership in STEM.  Most teachers feel confident to coach and mentor and some are confident to inspire colleagues to improve their practice.  Some teachers feel confident to lead colleagues to evaluate and revise programs based on the analysis of data.

#### Next Steps

The instructional leaders in STEM will provide Professional Learning in Coding and STEM in 2019 for all teachers in our school.

Teachers will implement Coding activities in STEM and work alongside instructional leaders, STEM, to develop quality STEM programs for students K–6.

Through the External Validation process we identified assessment practices as an area to work on for our school. We concluded that the confidence levels to coach and mentor others using the analysis of data stemmed from teachers own knowledge and skills requiring development. We made the decision to focus on this in 2019 and come back to coaching and mentoring through Learning Walks and Learning Sprints.

In 2019, the Instructional Leader, K–2, and Curriculum Leader, 3–6, will lead teachers in the analysis of data to improve teaching and assessment skills in literacy and numeracy, K–6.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal background loading</p> <p>(\$ 59940.00)</p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$18 000.00)</li> </ul>	SLSO support for students identified through NAPLAN and other assessment data. Support has targeted literacy and numeracy needs.
<b>Low level adjustment for disability</b>	<p>Low level adjustment for disability</p> <p>(\$ 22820.00)</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$5 100.00)</li> </ul>	Funds were used to provide Learning and Support Teacher support, in classrooms, with a focus on Years 3–6.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Quality Teaching, Successful Students (QTSS)</p> <p>(\$46000)</p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	Release for Executive Leaders for collaborative, strategic planning for student learning outcomes.
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Socio–economic background (\$ 70000.00)</li> <li>• Socio–economic background (\$70 000.00)</li> </ul>	<p>Employ a teacher to release teachers for co–planning, co–teaching, co–reflecting.</p> <p>Extracurricular learning experiences and community engagement.</p> <p>Stage team collaboration days for assessment and planning.</p> <p>Employ Assistant Principal 2 days per week for Instructional Leadership, Early Action for Success.</p>
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Support for beginning teachers (\$ 5000.00)</li> <li>• Support for beginning teachers (\$5 000.00)</li> </ul>	<p>Release for 2nd Year beginning teacher and for mentoring staff.</p> <p>Release for 1st Year beginning teacher.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	111	114	110	111
Girls	82	82	87	106

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.5	95.4	95.9	94.6
1	88	91.2	95.9	93.4
2	90.7	91.6	94.4	91.2
3	90.5	91.7	91	91.9
4	93.7	92.1	93.5	90.3
5	91.8	92.2	92.2	90.7
6	91.3	90.6	93.3	90.9
All Years	90.6	92	93.8	91.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Attendance is monitored through Sentral and students who are identified as habitually late, or have a pattern of non-attendance, are case managed by the Executive Team and LAST. Letters are sent home to seek explanations for absences and we encourage parents to work with the school to identify how we can best support their child to attend school every day. If necessary, the HSLO is invited to talk with families about attendance concerns.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.86
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.4
Other Positions	1

\*Full Time Equivalent

The above workforce allocation includes one Aboriginal Language and Culture Nest Teacher and one Aboriginal Education Officer. The school also employs a casual Aboriginal Student Learning Support Officer (SLSO) and an Aboriginal Tutor for language and culture lessons in Stage 1 and 2. We have one permanent Aboriginal School Assistant Officer (SAO).

### 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	0

### Professional learning and teacher accreditation

All staff have participated in professional learning throughout the year that is aligned to the school's priorities and needs. In addition, all staff set goals in their Performance and Development Plans. Teachers align their goals to the school's Strategic Directions, School Excellence Framework and Australian Professional Standards for teachers. Non-teaching staff have goals specific to their requirements in their roles.

Teachers have engaged in professional learning that included:

- Visible learning– Learning Intentions, Success Criteria and Individual Learning Goals
- What Works Best– a focus on improving student outcomes in Literacy and Numeracy
- Positive Behaviour for Learning

- 8Ways
- Connecting to Country
- Data with Confidence
- Soft Skills
- Consistent Teacher Judgement– NAPLAN marking
- Synthetic Phonics
- Building Numeracy Leaders
- Effective Reading

Other professional learning for non-teaching staff included:

- SAP training for office staff
- Health Care Procedures

Four of our teachers, including 2 Temporary teachers, completed their Accreditation at Proficient in 2018.

## 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>	465,661
<b>Revenue</b>	3,974,160
Appropriation	3,897,200
Sale of Goods and Services	1,696
Grants and Contributions	72,686
Gain and Loss	0
Other Revenue	0
Investment Income	2,579
<b>Expenses</b>	-3,664,295
Recurrent Expenses	-3,664,295
Employee Related	-3,409,699
Operating Expenses	-254,596
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	309,865
<b>Balance Carried Forward</b>	775,526

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- Funds have been used to support students with learning opportunities, such as learning an instrument, music tutors and attendance at

School's Spectacular, the employment of SLSOs to support learning across all stages with a focus on literacy and numeracy, resources for improved learning spaces in classrooms and new chrome books for supporting ICT.

### The intended use of funds carried over include to :

- update classroom furnishings to create future focused learning spaces. >20K
- refurbish and upgrade the Support Unit kitchen for whole school use to promote healthy food choice and 'Science in the Kitchen.'. >60k
- redesign and upgrade the Support Unit playground. >30K
- upgrade and replace technological devices..15k
- purchase STEM resources to ensure all students are engaging in quality, outcome driven learning, including coding.>60
- replace the fans in the hall. >15k

### 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>	1,652,386
Base Per Capita	42,584
Base Location	2,260
Other Base	1,607,542
<b>Equity Total</b>	662,338
Equity Aboriginal	133,156
Equity Socio economic	398,444
Equity Language	0
Equity Disability	130,738
<b>Targeted Total</b>	889,293
<b>Other Total</b>	387,301
<b>Grand Total</b>	3,591,319

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 following information outlines the percentage of students who had greater than, or equal to, expected growth in each of the areas from years 3–5.

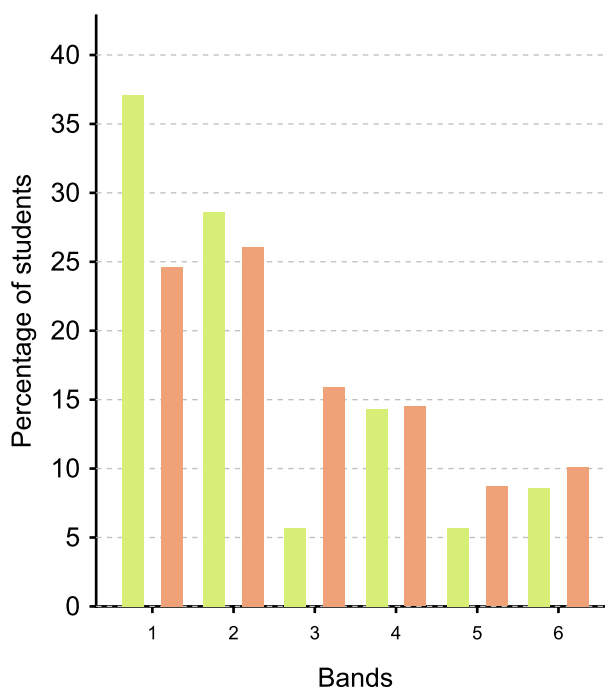
Reading: 29%

Writing 29%

Spelling; 46%

Grammar and Punctuation: 25%

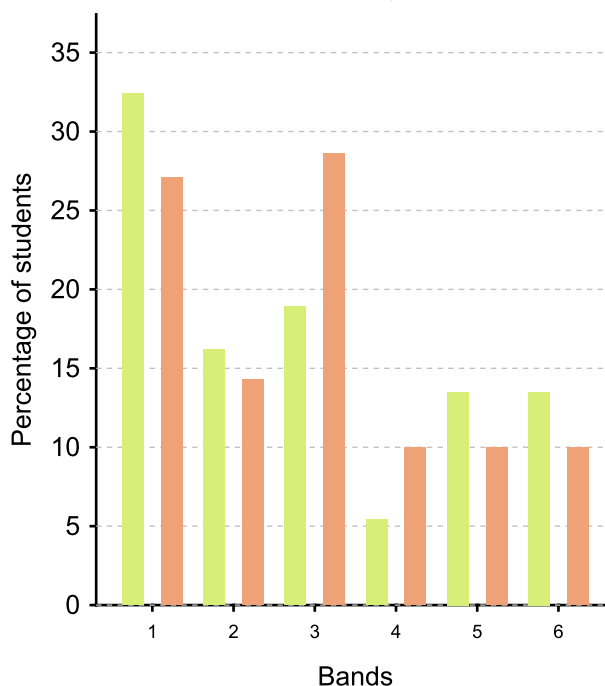
**Percentage in bands:**  
Year 3 Grammar & Punctuation



<span style="color: #92D050;">■</span> Percentage in Bands
<span style="color: #FF9933;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	37.1	28.6	5.7	14.3	5.7	8.6
School avg 2016-2018	24.6	26.1	15.9	14.5	8.7	10.1

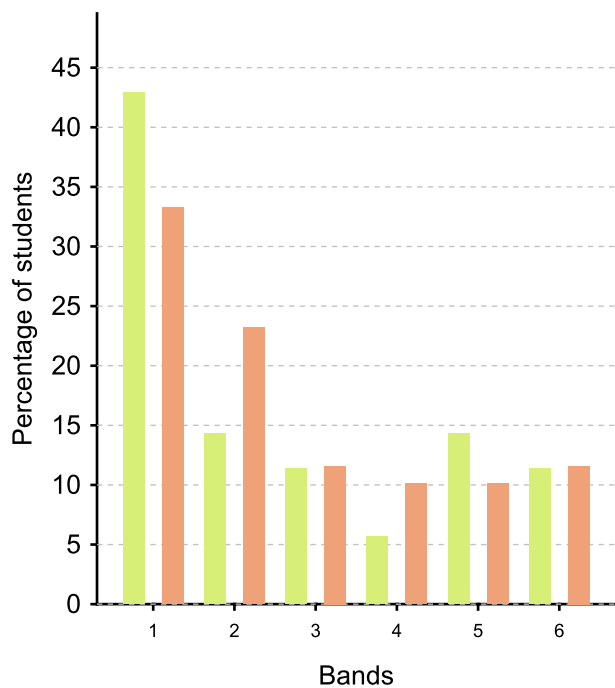
**Percentage in bands:**  
Year 3 Reading



<span style="color: #92D050;">■</span> Percentage in Bands
<span style="color: #FF9933;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	32.4	16.2	18.9	5.4	13.5	13.5
School avg 2016-2018	27.1	14.3	28.6	10	10	10

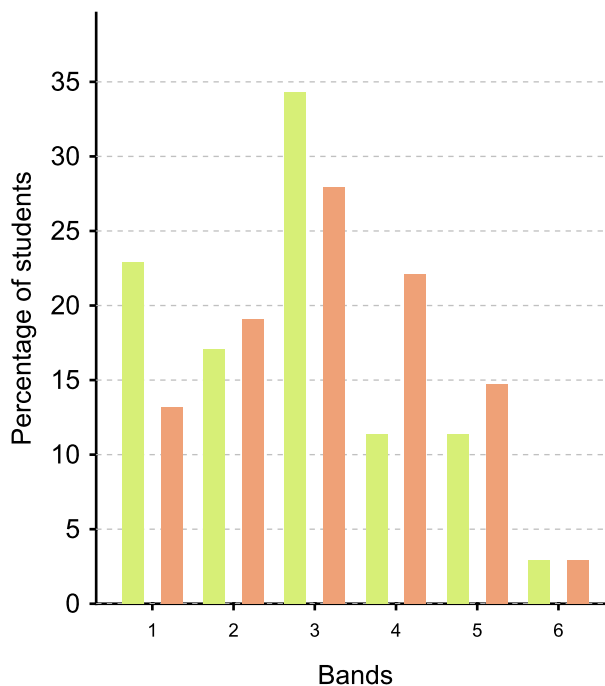
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	42.9	14.3	11.4	5.7	14.3	11.4
School avg 2016-2018	33.3	23.2	11.6	10.1	10.1	11.6

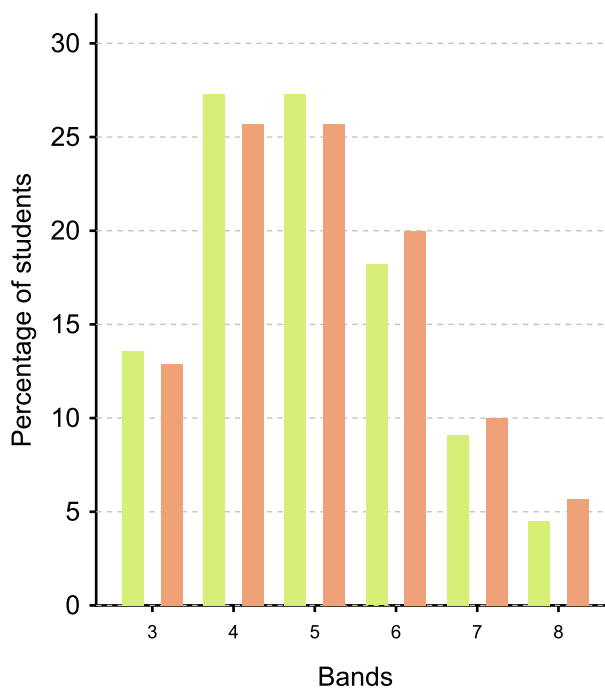
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	22.9	17.1	34.3	11.4	11.4	2.9
School avg 2016-2018	13.2	19.1	27.9	22.1	14.7	2.9

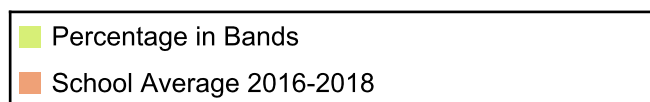
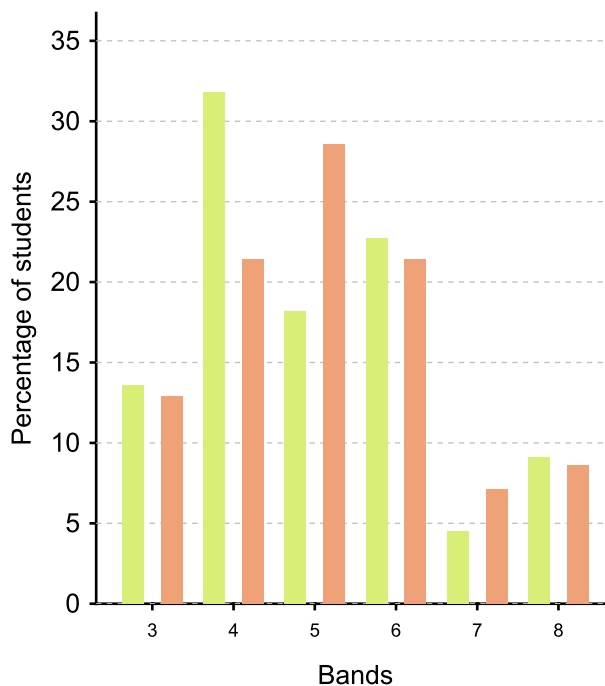
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

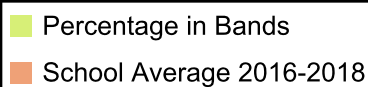
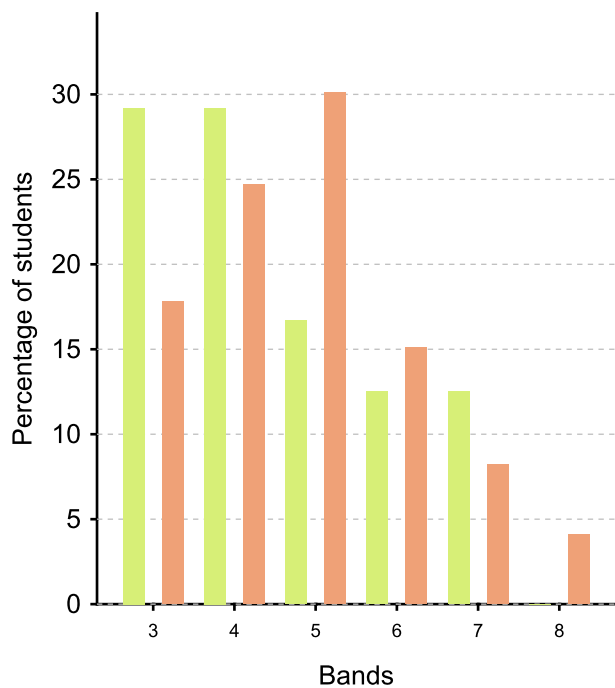
Band	3	4	5	6	7	8
Percentage of students	13.6	27.3	27.3	18.2	9.1	4.5
School avg 2016-2018	12.9	25.7	25.7	20	10	5.7

**Percentage in bands:**  
Year 5 Spelling



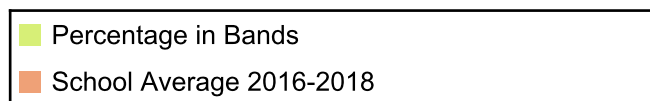
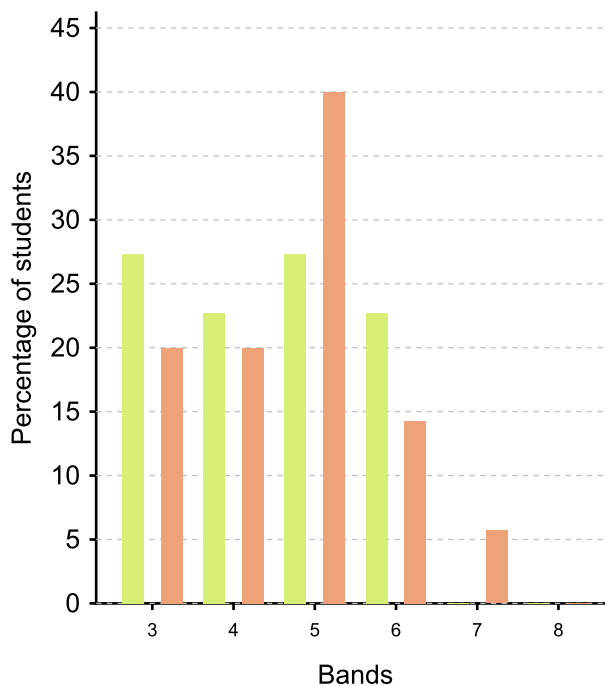
Band	3	4	5	6	7	8
Percentage of students	13.6	31.8	18.2	22.7	4.5	9.1
School avg 2016-2018	12.9	21.4	28.6	21.4	7.1	8.6

**Percentage in bands:**  
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	29.2	29.2	16.7	12.5	12.5	0.0
School avg 2016-2018	17.8	24.7	30.1	15.1	8.2	4.1

**Percentage in bands:**  
Year 5 Writing



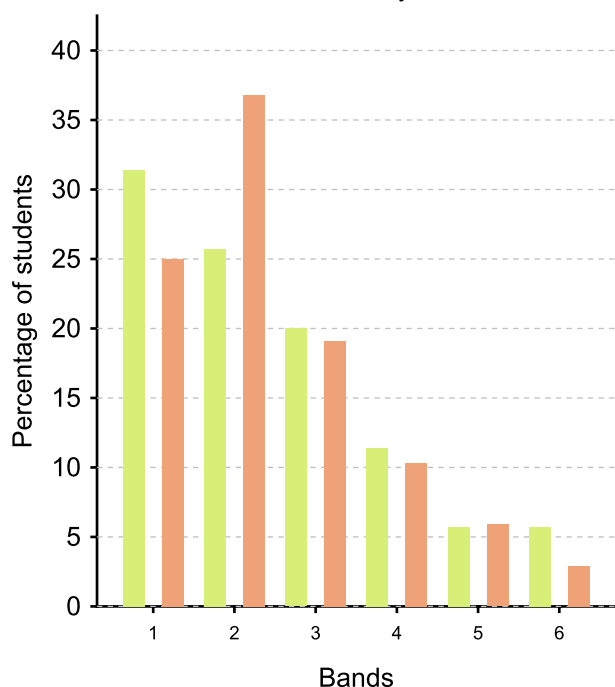


Band	3	4	5	6	7	8
Percentage of students	27.3	22.7	27.3	22.7	0.0	0.0
School avg 2016-2018	20	20	40	14.3	5.7	0

The following information outlines the percentage of students who had greater than, or equal to, expected growth in overall numeracy from years 3–5.

Overall numeracy: 29%

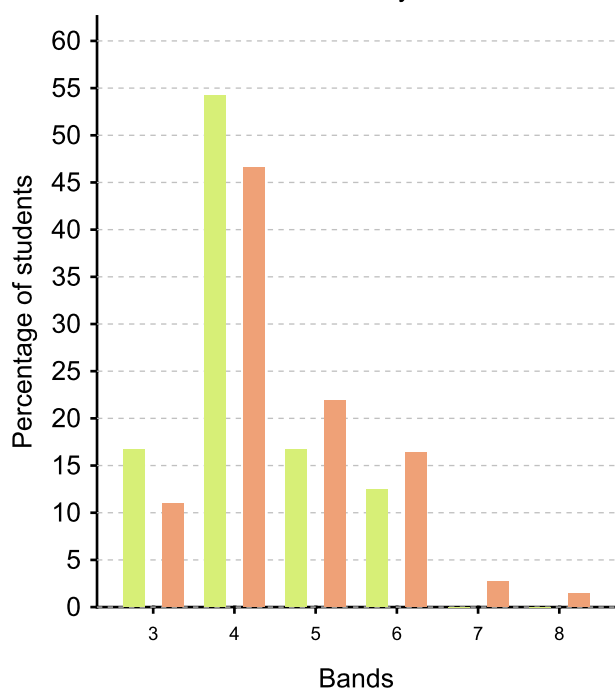
**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	31.4	25.7	20.0	11.4	5.7	5.7
School avg 2016-2018	25	36.8	19.1	10.3	5.9	2.9

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	16.7	54.2	16.7	12.5	0.0	0.0
School avg 2016-2018	11	46.6	21.9	16.4	2.7	1.4

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.

Below are the mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Year 5 Grammar and Punctuation 20%

Year 5 Reading 20%

Year 5 Spelling 40%

Year 5 Writing 10%

Year 5 Numeracy 40%

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers at the school. This year, we consulted parents and students about their satisfaction with the school. Staff completed the 'People Matters Survey.'

### Parents

42 parents responded to either the survey sent home or completed it with Year 6 students on Ipads before and after school.

- 85% of respondents indicated that they feel welcome when they come to the school.
- 90% indicated that the school has excellent resources to support learning.
- 81% of parents indicated that their child is exposed to a wide range of extra activities to develop the whole child.
- 85% indicated that the students at William Bayldon support each other.
- 95% said the school grounds are tidy and well maintained.
- 90% of parents said their child is well instructed in the basics of education.
- 85% said the appearance of the school is attractive to visitors and the community.
- 82.5% of respondents said there were positive links between teachers, parents, students and the broader community.
- 83% said they would recommend William Bayldon Public School to other parents.

### Comments included:

- They would like more opportunities to be informed about their child's progress through email and parent teacher evenings.
- Kindergarten was more than they expected and was a positive learning experience for the children.
- Our family is proud to be part of William Bayldon Public School community. It is a pleasure working with such dedicated and caring staff. The students are happy and treat everyone with respect. We tell everyone who enquires what a great school WBPS is.

### Students

- 71% of students indicated that they feel welcome when they go to this school.
- 64% said the school has excellent resources to support learning.
- 62% indicated that they are exposed to a wide range of extra activities.
- 64% indicated that they feel the students support each other.
- 42% said the grounds are tidy and well maintained.
- 72% of students believe they are well instructed in the basics of education.
- 63% of students said the appearance of the school is attractive to visitors and the community.
- 69% said there were positive links between

teachers, parents, students and the broader community.

- 80% indicated that the teachers and other staff care about them.
- 74% said they would recommend the school to others.

### Future Directions

In response to the survey results we plan to:

- provide workshops for parents to encourage them to become reading helpers in the classroom.
- Continue to build our avenues of communication between teachers and parents so they are regularly informed of their child's progress.
- promote our P&C as a forum for engaging with the school and contributing to activities and ideas for improvement.
- Assess the school grounds and undertake beautification projects that involve the whole school community.
- promote the extra activities already in place as well as provide opportunities for students, through the SRC, to suggest what activities they would support as part of our school's focus on healthy, active lifestyle.

### Staff

The improvements from 2017 to 2018 in the 'People Matter Survey' were as follow:

- I am provided with the support I need to do my best at work from 38% to 89%
- I believe action will be taken on the results from this survey by my organisation from 25% to 75%
- I feel that senior managers keep employees informed about what's going on from 31% to 76%
- There is good cooperation between teams across my organisation from 31% to 76%
- My work group works collaboratively to achieve its objectives from 46% to 89%
- My manager communicates effectively with me from 38% to 80%
- My organisation is committed to developing its employees from 54% to 94%
- I feel that senior managers listen to employees from 46% to 85%
- there is good team spirit in my workgroup from 38% to 77%

### Future Directions

We will continue to:

- improve how we communicate across our school.
- provide opportunities for teachers to work on innovative projects to improve student engagement and learning outcomes.
- promote the leadership of all staff and celebrate the work they do to improve student learning and engagement.
- look at ways to support the wellbeing of all staff.

## Policy requirements

### Aboriginal education

#### NAIDOC Week 2018

On the 26th July, William Bayldon hosted the Bongil Bongil Community of schools NAIDOC event. Stage 2 and 3 students from Bonville, Boambee, Sawtell and Toormina schools joined us for the day of activities. All students were engaged in a range of activities such as Gumbaynggirr story telling with Uncle Michael, bush tucker and Aboriginal culture with Mark Flanders, Dance with Orara High School's dance group, art and craft activities as well as didgeridoo workshops. The opening ceremony was led by elders who performed a traditional smoking ceremony to start the day of events. The bush tucker tasting was a highlight, and parents from William Bayldon school prepared and cooked kangaroo meat, damper and other tasty bush tucker treats for students to enjoy. The efforts of our school's Yarn Up team was outstanding as parents, grandparents, teachers and our AEO, Aunty Wendy, worked for many weeks to ensure this was a successful NAIDOC celebration for our community of schools.

#### Yarn Up

Yarn Up meetings have occurred throughout the year under the leadership of Aunty Wendy. The focus this year was our major NAIDOC event, and planning for the construction of our planning circle in 2019. They also consulted with our Aboriginal Student Representatives about what they see as priorities for promoting Aboriginal culture in our school.

#### Language and Culture Nest

This year, we had a Tutor of Aboriginal Language and Culture working alongside a stage 2 teacher to embed language and culture in project based learning for Science and Technology. Michael Jarrett, the Nest teacher, provided professional learning for Tutors servicing many schools from Nambucca to Woolgoolga. He also developed and trialed units of learning with our students, K–6, ready for implementation by the Tutors in other schools.

#### Connecting to Country

This year, 3 staff members participated in the 3 day Connecting to Country workshop that has been developed and delivered by the Coffs Harbour AECG and local Elders. In 2019, other staff members will participate in the same program to build their knowledge and understanding of our local Aboriginal culture and the importance of connection with Aboriginal culture.

### Multicultural and anti-racism education

In 2018, multicultural perspectives were embedded in teaching and learning programs. Throughout the year, there was a strong focus on acceptance of differences as part of our day to day classroom practices and

playground interactions. Examples of this include a stage 1 unit of learning about connections with Asia, in particular Japan, exploring traditions and celebrations of different cultures, and learning about multicultural Australia.

On Harmony Day in 2018, the whole school participated in the theme 'Foods of the World.' Each class chose a country and prepared the traditional food with their parents. The various dishes were shared across the school so that everyone enjoyed tasting foods they may or may not have previously experienced.