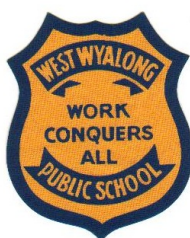


# West Wyalong Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of West Wyalong Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School background

### School vision statement

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

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

### School context

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

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

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

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

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

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Learning

#### Purpose

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

#### Improvement Measures

Increase student growth linked to stage appropriate outcomes measurable by internal assessment.

Students demonstrate a clear understanding of their learning goals and all students participate in the development of their learning plans .

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions and PLAN2.

An increase of 10% of students achieving proficiency in writing and numeracy according to NAPLAN data.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning – Student Directed Learning

Develop staff capacity through targeted professional learning and the development of processes and structures for the implementation and development of student learning goals and individual learning plans.

Evaluation	Funds Expended (Resources)
<p>Whole school Semester 1 Student Self–Assessment Evaluation sheets were developed and introduced at the end of Term 2 to be included in Student Work Sample folders. These were sequential from Kindergarten to Year 6 and used similar Whole–school language.</p> <p>Teachers participated in SMART goal setting. Primary students set a goal within their class in Semester 2 to begin the teaching of goal setting. Parent, student and teacher conferences were held at the beginning of Term 3.</p> <p>All teaching staff attended 'Robotics in the Classroom' and Interactive Monitors Professional Learning.</p>	<p>\$9000 for staff to be released to attend Professional Learning and three–way conferences.</p>

##### Process 2: Innovative Teaching

Develop staff knowledge and innovative teaching and learning systems with a focus on 21st Century learning ( Project Based Learning, growth mindset, embedding technology. )

Evaluation	Funds Expended (Resources)
<p>We purchased 6 replacement Interactive Whiteboards and staff participated in Professional Learning around the use of these boards.</p> <p>STEM4TEN lessons were conducted with Stage 2 students over ten weeks to encourage engagement and attendance utilising latest technology and 21st Century Learning strategies.</p> <p>The school purchased 'Marty the Robots' to improve coding and developed interest groups to assist students having difficulties in the playground as another safe area to go.</p>	<p>\$53,000</p>

## Strategic Direction 2

### Quality Teaching

#### Purpose

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

#### Improvement Measures

All teachers are using evidence based assessment to plot students on PLAN2 and are using the Learning Progressions to develop personalised learning plans.

Teaching and learning programs display evidence of the implementation of innovative teaching practices such as project based learning and growth mindset.

All staff demonstrate growth against the Australian National Teaching Standards and individual performance improvement is evidenced by goals being achieved within Performance Development Plans.

#### Progress towards achieving improvement measures

##### Process 1: Effective Use of Data

Implement a whole school systematic approach for staff to collect, analysis, interpret, track, evaluate and use student data.

Evaluation	Funds Expended (Resources)
Whole school PAT assessment was put into place and results were analysed and discussed at staff meetings. From PAT results and the analysis of NAPLAN results intervention groups were set up for Writing, Numeracy and Reading. Data for Writing and Reading was entered onto PLAN2.	\$2,125 Pat Online Assessments, \$47,000 Literacy and Numeracy Intervention groups and for staff to analyse student data.

##### Process 2: Professional Development

Build capacity of our teaching team with targeted professional learning that develops deep pedagogical, syllabus and knowledge of contemporary research that underpins innovative and effective, instructional practices aimed at improving the use and delivery of effective feedback and quality teaching practices.

Evaluation	Funds Expended (Resources)
Staff attended Professional Learning Opportunities to further develop their teaching strategies and knowledge around curriculum, including Seven Steps to Writing Success, Music Mentoring Program, Quality Teaching Rounds, Best Start Training, Use of SCOUT data, Literacy and Maths Progressions, Wellbeing, Bridges out of Poverty, PDHPE Unpacking the Syllabus, and School mentoring and coaching program. Regular meetings with staff around PDPs, programming and effective teaching strategies were held.	\$60,000

##### Process 3:

Evaluation	Funds Expended (Resources)

## Strategic Direction 3

### Wellbeing

#### Purpose

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

#### Improvement Measures

Increase in the number of students who are accessing teacher mentoring.

Decrease in the number of reported incidents of bullying and inappropriate behaviours .

Based on TTFM surveys we see an increase in student engagement and a more positive perception of our school environment and our anti bullying programs from parents.

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing structures

Develop, update and implement structures and processes to support aspects of wellbeing across the school so that we have common language, shared understanding and clearly defined steps that are understood by all stakeholders.

Evaluation	Funds Expended (Resources)
Wellbeing teacher was employed and a role statement was developed. Parent information session was held. Anti-bullying lessons across the whole school were delivered and common language introduced to the staff, students and parents. A new playground monitoring system was developed and implemented and the collation of red slips and yellow slips indicates a reduction in the number of referred playground incidents.  Anecdotal evidence demonstrates consistent language throughout the school and the school 'Choose Kind' pledge where staff, students, parents and community members were invited to pledge to choose kind was held.	\$66,000

##### Process 2: Mentoring

Establish and implement a whole school mentoring and communication system to develop staff knowledge and skills, optimising and promoting student wellbeing and engagement.

Evaluation	Funds Expended (Resources)
School One Note was set up for daily messages and to improve communication. Google Drive File Stream was set up and is being used more consistently by all staff to allow greater access to documents and files.  The teacher mentoring timetable was established and being followed to develop staff skills.	\$66,000

##### Process 3: Community / Parent Partnerships

Develop processes and structures giving parents and community the information , knowledge and confidence to actively engage in all aspects of school life.

Evaluation	Funds Expended (Resources)
Staff meeting notes, the formation of the Cultural group and feedback from NAIDOC week activities indicate a greater understanding and appreciation of	\$7,000

## Progress towards achieving improvement measures

Aboriginal culture by Staff .

Feedback from our Aboriginal parents and comments from Local Aboriginal Lands Council members and community members indicate that Aboriginal parents and community members are beginning to feel more comfortable and welcome in our school.

Parents have had opportunities to be involved in less structured school activities, Fete and Trivia night, to enable them to feel comfortable at our school and with our teachers.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$156,127 in Staff wages	Student growth and teacher development were evident through the support programs and assistance from these support personnel.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$49,303 for staffing	Teachers' confidence and teaching strategies have been improved through coaching and mentoring times. Consistent teacher judgment of assessments and improved student results.
<b>Socio-economic background</b>	\$115,945	<p>Provided teachers with professional development opportunities through observation, feedback, mentoring, PDP goals, and support. This invaluable program and support for teachers has improved teaching strategies, programming and differentiation, which has resulted in improved student learning.</p> <p>The Wellbeing teacher has added support and valuable time and consideration to those that need it. The program has seen many students and parents who struggle with the school environment have someone who can assist with bridging the gap between home and school.</p> <p>The Excursion fund allows students the opportunities and inclusion in all school activities, many that would not otherwise be possible.</p> <p>Student engagement and understanding improved through the use of 'Marty the Robot' coding technology and the STEM4TEN lessons.</p> <p>Three-way conferences are a valuable and dedicated time for personal contact to provide home-school communication and discussion about student achievement progress.</p>
<b>Aboriginal background loading</b>	\$33,130	<p>Middle School Program is a successful program – students value this transition which allows them to be confident when entering the High School.</p> <p>The Gardening and Cooking Program has seen an improved attendance of students and developed their skills and confidence.</p> <p>Development of Aboriginal Cultural Group has provided students a chance to understand their culture and improving their understanding of where they fit into the school and community environment.</p> <p>NAIDOC day was a wonderful celebration of Aboriginal Culture with many community members joining in and leading students through the different activities for the day.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	144	148	147	132
Girls	140	140	129	124

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	92.7	93.8	89.6
1	94.8	93.5	93.7	94.7
2	93.3	93.1	94.3	93.8
3	94.8	93.1	93	93.4
4	92.1	93.3	93.4	92.3
5	93	92.3	92.2	89.9
6	92.8	91.8	91.7	89.6
All Years	93.6	92.8	93.2	91.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	381,028
<b>Revenue</b>	2,957,503
Appropriation	2,891,763
Grants and contributions	63,325
Investment income	2,415
<b>Expenses</b>	-2,877,624
Employee related	-2,515,018
Operating expenses	-362,606
<b>Surplus / deficit for the year</b>	79,879

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	211,836
<b>Equity Total</b>	305,602
Equity - Aboriginal	33,130
Equity - Socio-economic	115,945
Equity - Language	400
Equity - Disability	156,127
<b>Base Total</b>	2,118,940
Base - Per Capita	64,760
Base - Location	68,166
Base - Other	1,986,014
<b>Other Total</b>	170,646
<b>Grand Total</b>	2,807,025

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

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

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

Student responses indicated that:

- teachers are supporting students and they feel valued.
- the school caters to different types of learners.
- the school celebrates the achievements of all students in all areas of learning
- the school playground offers space and various sporting equipment.

Staff responses indicated that:

- they have regular access to professional learning.
- new resources are purchased to support learning
- there has been improved tracking and monitoring of students and learning needs
- self-directed professional learning goals are encouraged to improve planning, engagement, practice, and explicit teaching.

Parent responses indicated that:

- there has been a successful implementation of a school-wide well-being program.
- staff will always go the extra mile for students.
- the school provides many opportunities for students through sports, music, interest groups and specialist teachers.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In 2019 West Wyalong Public School received Aboriginal background funding and continued to support our Aboriginal population and promote aboriginal awareness, education and cultural understanding within the school community.

We continued to closely monitor attendance and engagement.

All students participated in lessons which educated them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are embedded in the learning experiences in all classrooms in relevant key learning areas.

Our school has developed a cultural group this year which was offered to all children who identify as being of Aboriginal descent. This group met every Friday afternoon with the purpose of building knowledge and pride amongst our aboriginal students. The group was given authentic knowledge and experiences from a variety of sources such as local Aboriginal leaders, the West Wyalong Lands Council, visiting dancers, performers and artists.

We held a successful NAIDOC day celebration which involved the whole school and many members of the local Wiradjuri community.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.