

# Wyndham Public School

## 2019 Annual Report



3525

## Introduction

The Annual Report for 2019 is provided to the community of Wyndham 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

Wyndham Public School students strive to: DREAM, BELIEVE, ACHIEVE, to become successful, confident and creative individuals, and active and informed citizens.

### School context

Wyndham Public School is a small, vibrant school situated in a rural village community in the high country of the Bega Valley Shire. Although the school is isolated, with the support of a dedicated, enthusiastic staff and school community, the students of Wyndham Public School participate in many and varied opportunities provided to them throughout the school year.

Wyndham Public School seeks to provide a quality, future focused, education for all students in a safe and caring environment, developing their individual potential so that they may lead productive and successful lives. We have an ongoing commitment to the achievement of excellence and the pursuance of a culture where learning is valued by all. We are committed to providing opportunities for all students across a broad range of aspects, including academic, sporting, cultural and citizenship.

The school has a small, but dedicated and hardworking Parents and Citizens' Association (P&C). The community at large, are very supportive and are actively involved in school programs and activities.

## 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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

### Teaching, Leading and Learning

#### Purpose

The whole school community works collaboratively to ensure that high quality teaching and learning, promoting student achievement and growth, is clearly evident across the school. Our school will provide a learning environment that promotes evidence based practice, innovation and reflection which leads to culture of continuous improvement. This is supported by effective school leadership, ongoing evaluations, targeted professional learning, the strategic use of resources and active community engagement.

#### Improvement Measures

At least 80% of students will be demonstrating the expected growth, per semester in Literacy and Numeracy across the Literacy and Numeracy Learning Progressions.

100% of staff and students will use learning intentions, success criteria, formative assessment, feedback and learning processes to achieve syllabus outcomes.

#### Progress towards achieving improvement measures

##### Process 1: Individualised Learning

The school will develop structures and partnerships with the wider community, to support students individualised learning to meet their personal goals.

Evaluation	Funds Expended (Resources)
<p>At the conclusion of the 2019 school year not every child has a PLP as a result we will continue to focus on ensuring that by the end of 2020 that each child has their own PLP.</p> <p>Learning goals for each child were introduced across K–6 in 2019, as a result students took greater ownership of their learning and can identify when they achieve their goals. Learning goals had a strong take up by students across years K–2, while 3–6 did not engage to the same level.</p> <p>As a result of the structures put in place by the school, the scheduling of conferences and the communication, all participants had an understanding of their role in and the purpose of the 3 way conference. These conferences were well received by students and parents, with students engaging to a high level and as a result there was an increase in the number of parents attending.</p>	<p>Staff release</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2200.00)</li></ul>

##### Process 2: Quality Teaching

The school will develop structures that support teacher professional development in current research based pedagogy. (eg. L3, Visible learning, STEAM, How2Learn)

Evaluation	Funds Expended (Resources)
<p>As a result of the clear understanding of the Instructional leader role by all, we have noticed an increase in effective classroom practice in the focus areas of literacy and numeracy. These include the implementation of L3 and additive strategies, such as number talks. In addition there is greater focus on formative and summative assessment occurring through the use of various tests including, PAT, Probe, SENA and WARL</p> <p>There is evidence of improved student outcomes across K–6 in writing, reading and numeracy. We will continue to focus on consolidating and building on these improved outcomes for 2020</p>	<p>.0.1 Instructional Leader position created.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School Operational Funds (\$1130.00)</li></ul>

## Progress towards achieving improvement measures

The impact of the Instructional Leader has been to support the student growth by being able to enhance effective teacher practice through the mentoring of and modelling of best classroom practice for staff.

The additional funds used to establish the IL position has lead to improved student outcomes

## Strategic Direction 2

### Connections

#### Purpose

To ensure student wellbeing is catered for through whole school processes where there is a collective responsibility for student learning and success which is shared by parents, staff, students and the wider community, supporting students to fulfil their potential. Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school, a place, where they will be respected, valued, encouraged, supported and empowered to succeed.

#### Improvement Measures

Increased percentage of parents participating in surveys and providing feedback to the school by 10 percent.

Increased percentage of parent and community members contributing to programs that support student learning, for example, STEM, by 50%.

#### Progress towards achieving improvement measures

##### Process 1: Data Informed Practice

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to well being and engagement, to improve learning.

Evaluation	Funds Expended (Resources)
<p>There are structures in place to support the collection of data from parents, students and staff, however these need to be evaluated to determine their actual effectiveness.</p> <p>The data that we have identified to collect and analyse includes engagement data and involvement of parents with their children's learning and student engagement in their learning to assist the school to plan for future learning and wellbeing initiatives.</p>	

##### Process 2: Future Learning

The school promotes students to thrive, be self directed, take initiative, contribute to the learning of others and have a strong sense of meaning and purpose by delivering high quality learning experiences. Eg. STEM, Project Based Learning

Evaluation	Funds Expended (Resources)
<p>Wyndham PS continues to be involved in the Fair Education and Project Based Learning (PBL) initiative across the network of schools. During the year, the school implemented a highly successful music program which impacted on the PBL delivery. In 2020 we will refocus our attention towards the implementation of STEM/PBL across the school.</p>	

##### Process 3: Community Engagement

Parent and community members engage in a range of school related activities to build a cohesive educational community to support student learning

Evaluation	Funds Expended (Resources)
<p>A welcome BBQ was held with over 90% of families attending, enabling the school to identify possible areas of expertise that parents may have that could support student learning and school programs.</p>	

## Progress towards achieving improvement measures

The Kitchen Garden program continued to run, however, some parents were no longer being available to support the program due to variations in employment.

Greater attendance at whole school assemblies was noted. This was the result of a change to the assembly focus and student engagement and their involvement in the music program being highlighted. In particular there has been a noted increase in the number of fathers attending school activities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$6,199 SLSO Position funding  \$21,343 LAST ( Learning and Support Teacher)  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$27 542.00)</li> </ul>	1. 86% of students were at or above expected benchmarks in Literacy and Numeracy at the end of 2019.  2. Students with additional learning needs were supported and extended as needed in Literacy & Numeracy. Improvement was evident for most students in formative assessments completed.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$4,589 Additional Teacher position  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$4 589.00)</li> </ul>	Teaching Principal had time to work with the Instructional Leader to analyse data, plan and provide instructional leadership for other staff to improve learning outcomes for all students.
<b>Socio-economic background</b>	\$11,296 – 0.1 Instructional Leader position  \$36,173 SLSO position  \$1815 SLSO position  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$47 469.00)</li> <li>• Aboriginal background loading (\$1 815.00)</li> </ul>	Quality teaching practice improvement was evident in the classroom.  Formative assessments were implemented to collect baseline data to better inform planning and programming to support teachers so that students achieved educational outcomes.  Students, with additional learning needs, were strongly supported working towards achieving their learning goals to achieve expected educational outcomes.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	9	9	12	9
Girls	12	12	14	13

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	88.1	90.6	92.5
1	93.8	91.8	90	85.7
2	95.6	92.2	94.4	95
3	85.6	89.8	92	94.1
4	90	89.8	87.3	90
5	96.4	90.7	88.6	88.6
6	90.3	90.7	88.7	85
All Years	91.7	90.8	90.6	89.8
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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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>	81,365
<b>Revenue</b>	596,252
Appropriation	583,676
Grants and contributions	12,050
Investment income	527
<b>Expenses</b>	-579,609
Employee related	-524,208
Operating expenses	-55,401
<b>Surplus / deficit for the year</b>	16,644

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>	0
<b>Equity Total</b>	76,825
Equity - Aboriginal	1,815
Equity - Socio-economic	47,469
Equity - Language	0
Equity - Disability	27,542
<b>Base Total</b>	479,300
Base - Per Capita	6,101
Base - Location	10,912
Base - Other	462,287
<b>Other Total</b>	16,308
<b>Grand Total</b>	572,433

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

Parents and students at Wyndham Public School were surveyed during Terms One and Four. All students participated in the surveys with the majority of students stating that they felt respected, valued and safe at school. Students indicated that they valued their learning and felt supported with their education.

Parents indicated overwhelming support for current school practices, taking opportunities to be involved in their child/childrens education and know that the school is a safe and caring environment where students learn and develop.

## 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.

### 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.