

Wyong Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Wyong 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.

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School background

School vision statement

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

School context

Our school students represent a wide range of backgrounds. Wyong has 480 students. Currently have 20 classes which include two Opportunity Classes (OC) two MC –Multi Category and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into Grade / Stage groups to maximise student learning.

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

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

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

Self-assessment and school achievement

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>

Strategic Direction 1

Quality teaching and learning

Purpose

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

Improvement Measures

80% of K–2 students will be reading at or above the following reading levels –Kindergarten L 9; Year 1 L 18; and Year 2 L 22; and 90 % of Year 2 students displaying facile strategies by the end of 2020.

The percentage of Year 3 and 5 students in the top two bands for literacy, NAPLAN by 2020, has increased by 9% overall

Reading – Year 3 – 18%–27%; Year 5 39%–48%; Year 7 35–44% (baseline 2017 NAPLAN)

Writing – Year 3 – 38.6%–47%; Year 5 17.9%–26.9% (baseline 2017 NAPLAN)

The percentage of Year 3 and 5 students in the top two bands for Numeracy, NAPLAN by 2020, has increased by 9% overall;

Year 3 – 12% – 21%; Year 5 31%–40%;

Year 7 29%– 38% (baseline 2017 NAPLAN)

The percentage of ATSI Year 3 and 5 students in the top two bands for Reading, in NAPLAN 2020, has increased by 9% overall; Year 3 – 14%– 23%; Year 5 – 25%– 34%; Year 7 18%–27%.

The percentage of ATSI Year 3 and 5 students in the top two bands for Numeracy, in NAPLAN 2020, has increased by 9% overall; Year 3 – 9%; Year 5 – 12%– 21%.; Year 7 12%–21%

Progress towards achieving improvement measures

Process 1: Draw on current research to implement effective evidence-based teaching practices and provide high quality professional learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Feedback from staff and evaluation of professional learning showed growth in teacher confidence and skills as a result of the writing professional learning. Staff indicated an increase in professional collegiality among teams and improved collaboration at stage levels. K–2 teachers' participation in external writing professional learning (L3) consolidated the knowledge and skills developed in the school based writing project.</p> <p>Student data analysis showed improvement in each of the focus areas of grammar, sentence structure, vocabulary and punctuation as a result of the assessment, targeted teaching and review cycle implemented by teachers.</p> <p>Analysis of NAPLAN Writing data indicated Year 3 students demonstrated a 24% improvement in the number of students scoring in the top two bands in comparison with 2018 data.. Year 5 students demonstrated a 1% increase in the number of students scoring in the top two bands in comparison with 2018 NAPLAN writing data.. Year 3 ATSI students in 2019 achieved a 7% increase in students achieving in the top two bands of writing when compared with 2018 results.</p> <p>Analysis of 2019 NAPLAN Reading data indicated a 20% improvement in the number of students performing in the top two bands in Year 3 while Year 5 students maintained the same percentage of students achieving the top two</p>	<p>L3 training for Kindergarten and Stage 1 staff</p> <p>3–6 Writing support role (3 days per week)</p> <p>K–2 Numeracy IL</p>

Progress towards achieving improvement measures

bands as occurred in 2018. Year 3 ATSI students demonstrated a 5% increase in students scoring in the top two bands in reading.

Analysis of 2019 NAPLAN Numeracy data indicated Year 3 students achieved a 16% improvement in the number of students appearing in the top two bands in comparison to 2018 results while the percentage of Year 5 students achieving the top two bands decreased by 5% when 2019 data is compared to 2018 results. Year 3 ATSI students demonstrated a 32% increase in students scoring in the top two bands in numeracy.

Process 2: Regular collection and analysis of qualitative and quantitative data in 5 week blocks to set short-term goals.

Evaluation	Funds Expended (Resources)
<p>Kindergarten students exceeded the expectation of 80% of students reading at or beyond level 9 by the end of 2019 with 85% of students reaching the benchmark level.</p> <p>87% of Year 2 students achieved the expected benchmark of level 22 and above while 74% of Year 1 students reached the expected benchmark of level 18 and above.</p> <p>Analysis of reading data K–2 was used to identify students receiving Learning Support utilising Tier 2 and Tier 3 intervention models. 2019 Learning Support data indicated _____ % of K, 1, 2 students received Tier 2 intervention while _____ % of K, 1 2 students were allocated Tier 3 support.</p>	<p>IL intervention allocation</p> <p>LaST support allocation K–2</p>

Next Steps

The K–6 Writing Professional Learning project will be continued in 2020 with ongoing in-class support for Stage 2 and 3 teachers. Accreditation of the PL with NESA as registered hours of PL for teachers will be initiated.

Teachers new to Kindergarten, Year 1 and Year 2 will commence L3 training in 2020.

Stage 2 and 3 teachers will undertake PL in AVID and implement AVID learning strategies in classes throughout 2020.

Increased intervention and LaST personnel will be allocated to each grade K–6 to provide learning intervention and support to identified students in literacy and numeracy.

Strategic Direction 2

Building leadership capacity

Purpose

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

Improvement Measures

More than 15% of students in Years 5 & 6 have a leadership role in the school by 2020.

More than 30% of teachers undertake leadership roles and responsibilities within the school by 2020.

Use tools such as Learning Bar, Tell Them From Me and 360 reflection tool to measure the improvement in leadership opportunities and capacity for staff.

Progress towards achieving improvement measures

Process 1: Implementation of a whole school integrated approach to leadership (in school curriculum / school activities) to build staff capacity and embed a systems approach for continuous improvement.

Evaluation	Funds Expended (Resources)
School allocated Assistant Principal Special Education position provided valuable experience for staff before the planned establishment of the third special education unit as well as providing executive leadership to the establishment of the new class.	School funding of Deputy Principal position full time.
Relieving Assistant Principal position filled within staff providing an opportunity for the development of leadership skills of staff teachers.	School funding for Highly accomplished teacher role 1 day per week over 2019 with additional funding allocated for possible further release of staff for lesson modelling and lesson observation purposes.
Highly Accomplished Teacher role as mentor found to be of high relevance and use to teachers in all formal and informal evaluations, improving quality of teaching delivery.	

Process 2: Implement a student leadership approach in which students can acquire, further develop and successfully demonstrate leadership in a range of academic and extra curricular fields.

Evaluation	Funds Expended (Resources)
Reader Leaders was initially very popular with leaders and with the younger students. Interest was maintained for the duration of the project indicating success for the sense of purpose the young leaders felt. Exit interviews with Reader Leader students indicated they felt the program had intrinsic importance and made them feel that they were able to help others. They also indicated that they were learning to read timetables and being responsible by independently monitoring where and when they were rostered on.	Release from teaching for a teacher to train Reader Leaders (managed within normal school programs – no additional funds spent)
Similar success was experienced with the robotics and Lego mentors.	Purchase of additional Leader's blazers
With these programs in place, the percentage participation goal was easily reached during the year.	Additional badges for leadership roles

Strategic Direction 3

Effective communication and connections

Purpose

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

Improvement Measures

Increase parent visitation (50%) to the school Facebook (likes increased 100%)social media platform and website (20%)2018 baseline (150 views / week) by 2020.

Improved parent/community participation in giving feedback using survey tools (TTFM data 10% Baseline 2018) by 2020 (30%)

Improved feedback from teachers to students about student learning and achievement (Baseline regular 40% 2018) by 2020 100% – EAfS / Assessment.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach plan to community engagement and communication to broaden student learning opportunities and school improvement.

Evaluation	Funds Expended (Resources)
One Community engagement officer one day per week on average; besides school administration staff.	N/A

Process 2: Draw on research-based best practices to develop and implement high quality, visible learning that is individualised and fluid based.

Evaluation	Funds Expended (Resources)
Lessons have been completed; however videoing of content never took place. We would look at this strategy to be highlighted and focussed upon in 2020 with the school IL and HALT.	N/A

Next Steps

Strong focus on parental engagement into the learning of children; this will come through PL and school surveys to background parental needs and areas of understanding in terms of education language.

School sharing teaching lessons with the parental community to promote learning and successful teaching.

The development of teacher led tutorials/videos to be posted on the school website and social media as well as parent sessions (literacy / numeracy / PBL led). This area to be addressed in 2020/21.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$122000	Wyong continues to be a model school in terms of providing rich and meaningful opportunities for aboriginal and non-aboriginal students. Staff are provided with strong support from our AEO and support staff as well as the continual resources and support across the NGARA AECG. Continue as is for 2020.
English language proficiency	\$27733.00	Continue as is and where needed EALD time caseload reviewed to ensure new students are provided with support.
Low level adjustment for disability	\$262000.00	Continue as is and increase professional learning in Math's.
Quality Teaching, Successful Students (QTSS)	\$83559.00	Funds to be used again to support all staff, with executive support.
Socio-economic background	\$408222.00	Review and continue as required in areas of need.
Support for beginning teachers	\$30000.00	Continue as is.
Targeted student support for refugees and new arrivals	\$12500. School equity funds were used to support this area.	Program to continue as is.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	253	231	241	253
Girls	221	208	220	219

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	93	92.3	92.3
1	95.2	91.8	92.4	91.5
2	91.9	94.1	92.3	92.1
3	91.6	92.3	93.1	90.4
4	93.6	93.2	90.7	91.2
5	93.3	93.6	93.1	92
6	93.4	93.3	92.7	91.2
All Years	93.2	93.1	92.5	91.6
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)	5
Classroom Teacher(s)	19.44
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Administration and Support Staff	6.48

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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.

The school was very proud to support the L3 program and provide additional staff to cover classes for training and mentoring. Additional staff were also employed to support the introduction of Avid 3–6, and also introduce the staff to a new writing initiative across the school on sentence structure and consistent in teacher judgement when assessing writing.

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 (\$)
Opening Balance	800,755
Revenue	5,918,516
Appropriation	5,614,468
Sale of Goods and Services	375
Grants and contributions	302,049
Investment income	1,424
Other revenue	200
Expenses	-5,721,057
Employee related	-4,997,220
Operating expenses	-723,837
Surplus / deficit for the year	197,459

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 Approved SBA (\$)
Targeted Total	517,322
Equity Total	1,024,253
Equity - Aboriginal	122,430
Equity - Socio-economic	608,584
Equity - Language	27,733
Equity - Disability	265,507
Base Total	3,159,207
Base - Per Capita	109,379
Base - Location	0
Base - Other	3,049,828
Other Total	709,937
Grand Total	5,410,720

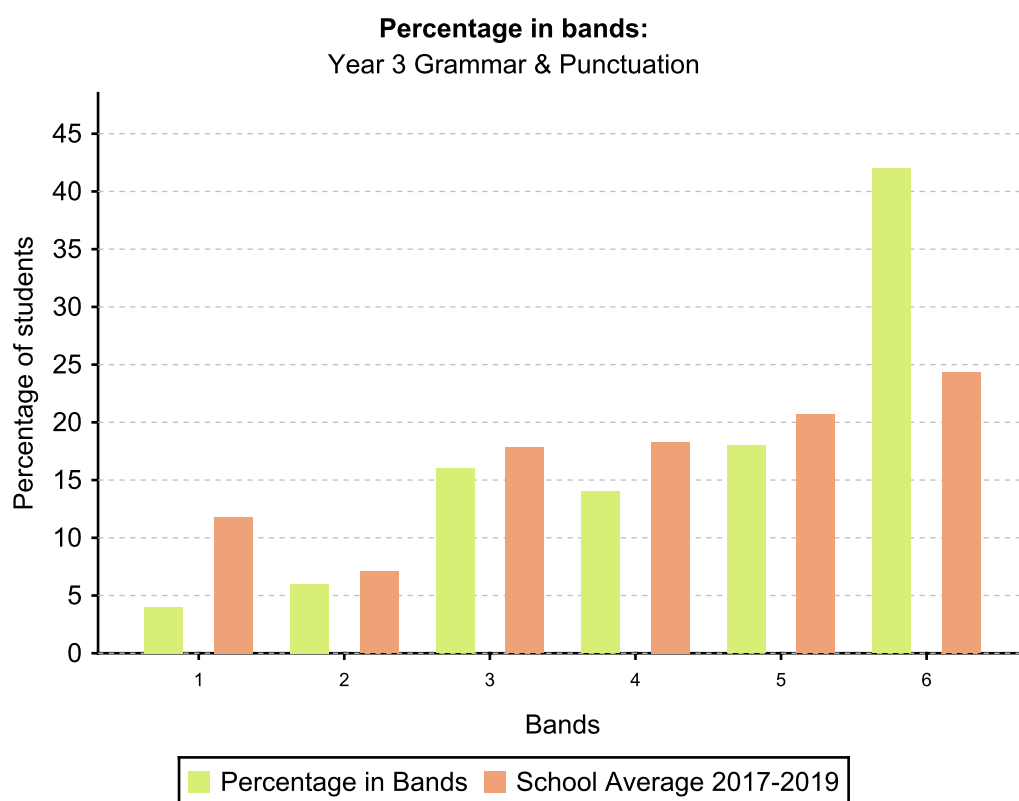
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School performance - NAPLAN

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.

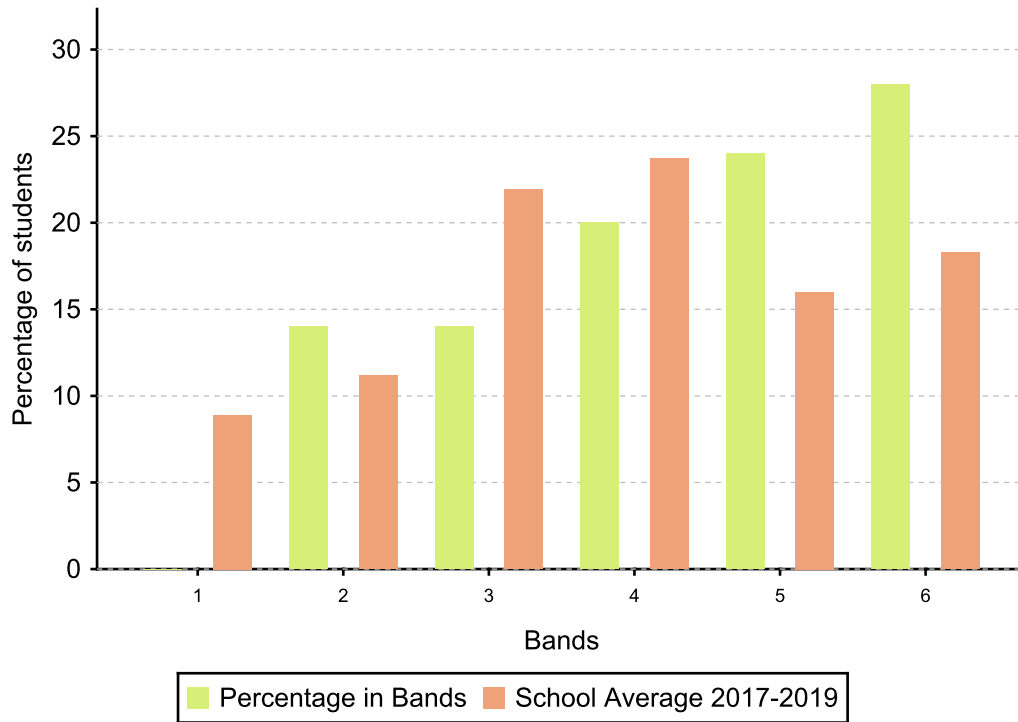
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



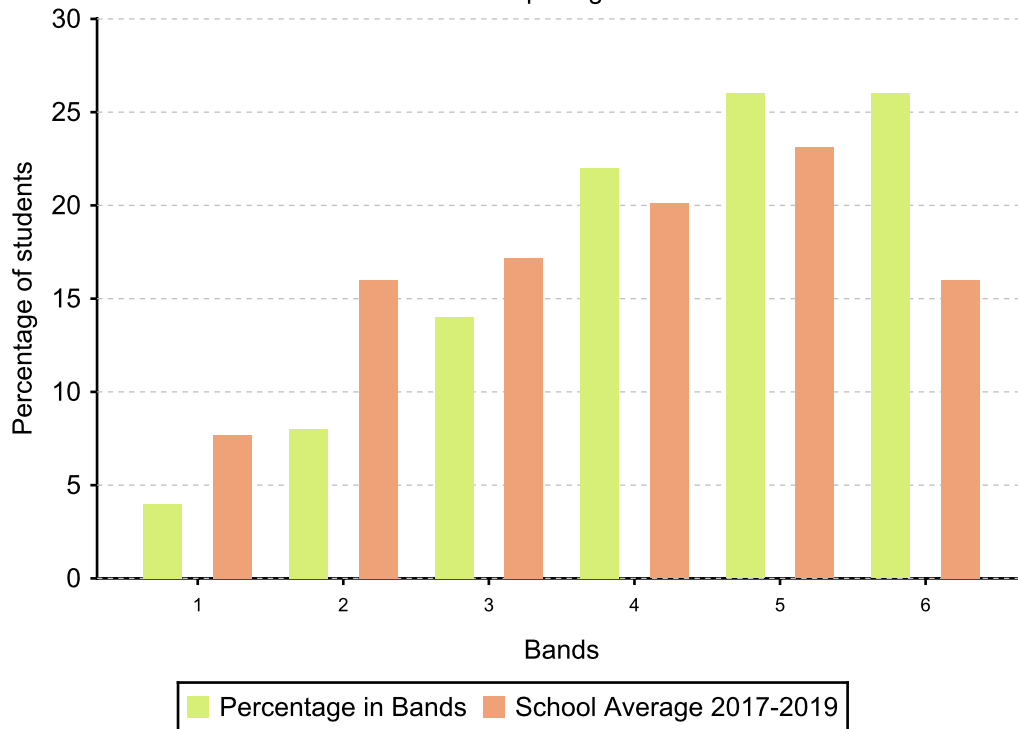
Band	1	2	3	4	5	6
Percentage of students	4.0	6.0	16.0	14.0	18.0	42.0
School avg 2017-2019	11.8	7.1	17.8	18.3	20.7	24.3

Percentage in bands:
Year 3 Reading



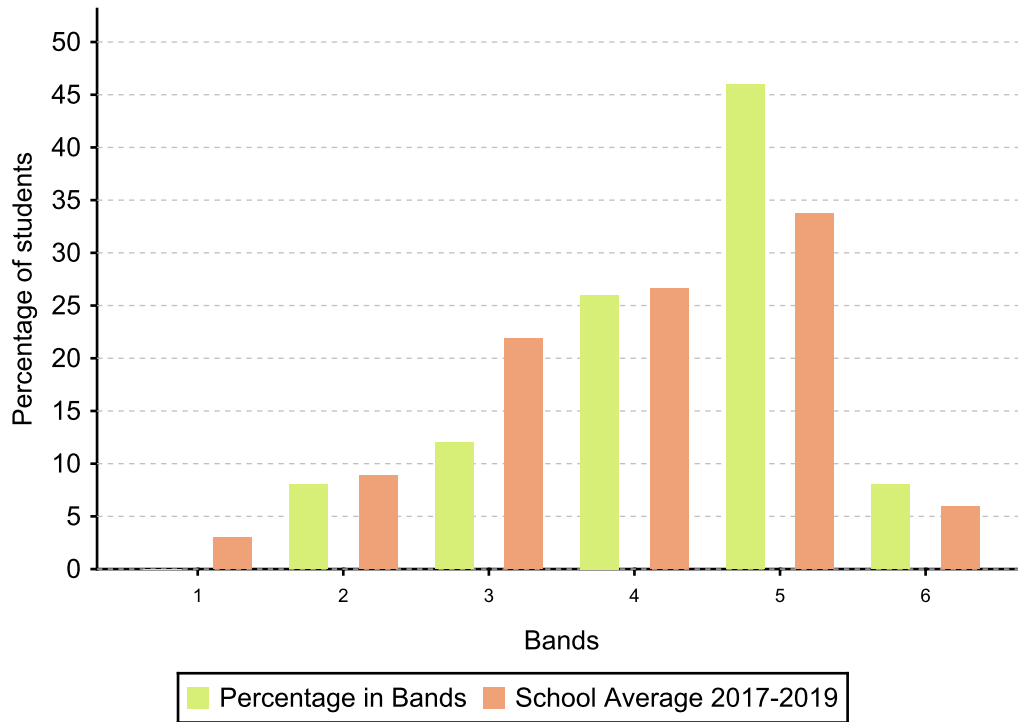
Band	1	2	3	4	5	6
Percentage of students	0.0	14.0	14.0	20.0	24.0	28.0
School avg 2017-2019	8.9	11.2	21.9	23.7	16	18.3

Percentage in bands:
Year 3 Spelling



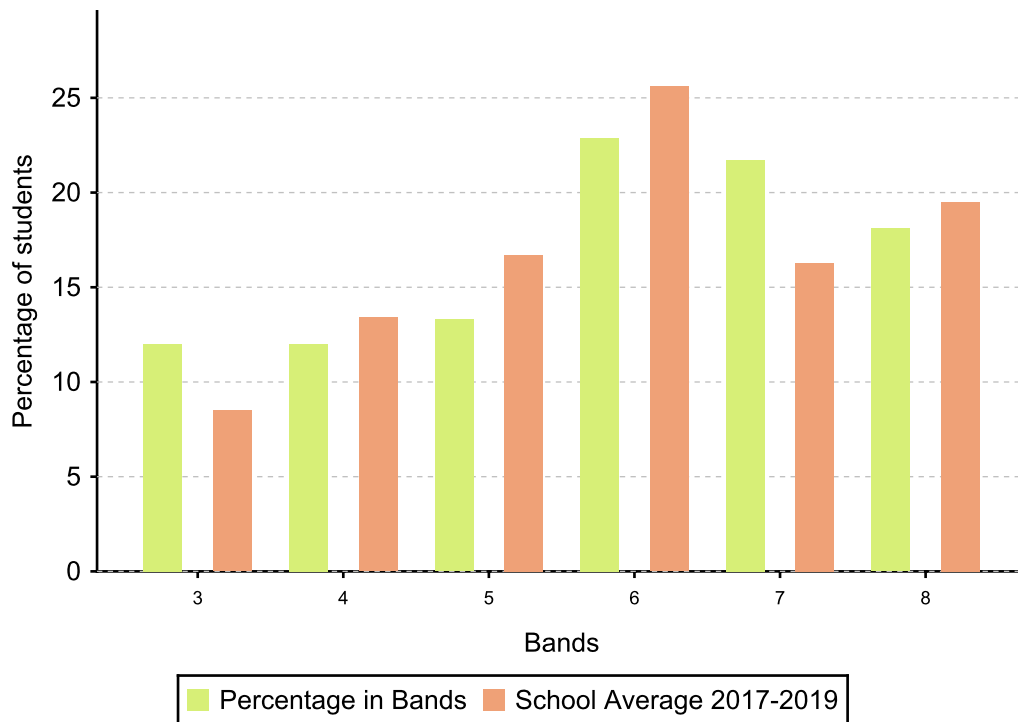
Band	1	2	3	4	5	6
Percentage of students	4.0	8.0	14.0	22.0	26.0	26.0
School avg 2017-2019	7.7	16	17.2	20.1	23.1	16

Percentage in bands:
Year 3 Writing



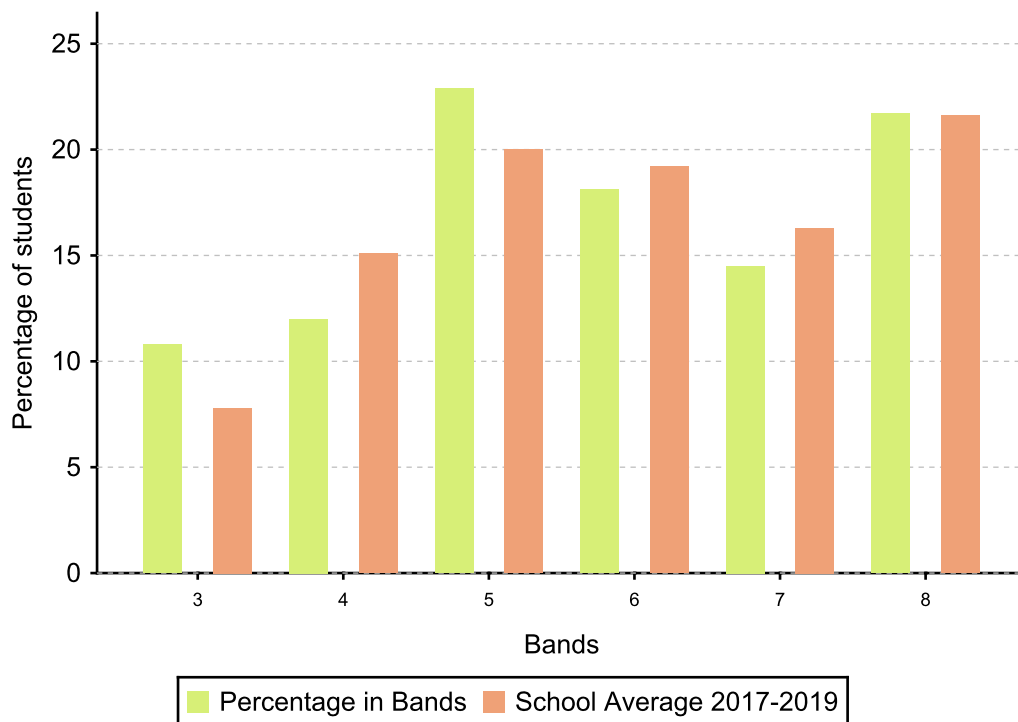
Band	1	2	3	4	5	6
Percentage of students	0.0	8.0	12.0	26.0	46.0	8.0
School avg 2017-2019	3	8.9	21.9	26.6	33.7	5.9

Percentage in bands:
Year 5 Grammar & Punctuation



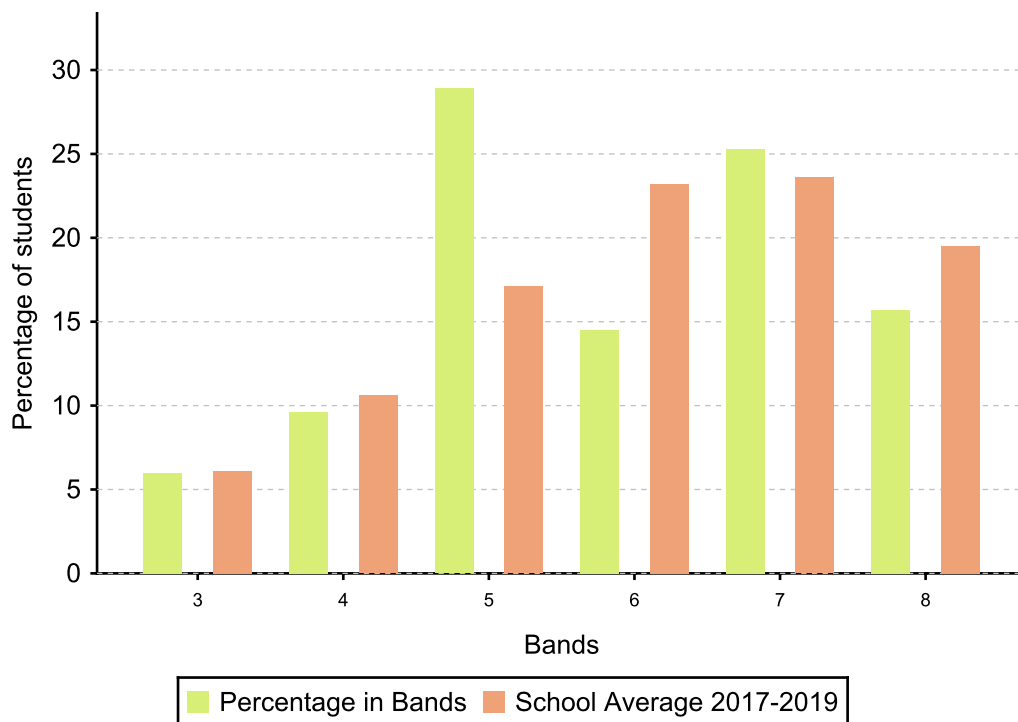
Band	3	4	5	6	7	8
Percentage of students	12.0	12.0	13.3	22.9	21.7	18.1
School avg 2017-2019	8.5	13.4	16.7	25.6	16.3	19.5

Percentage in bands:
Year 5 Reading

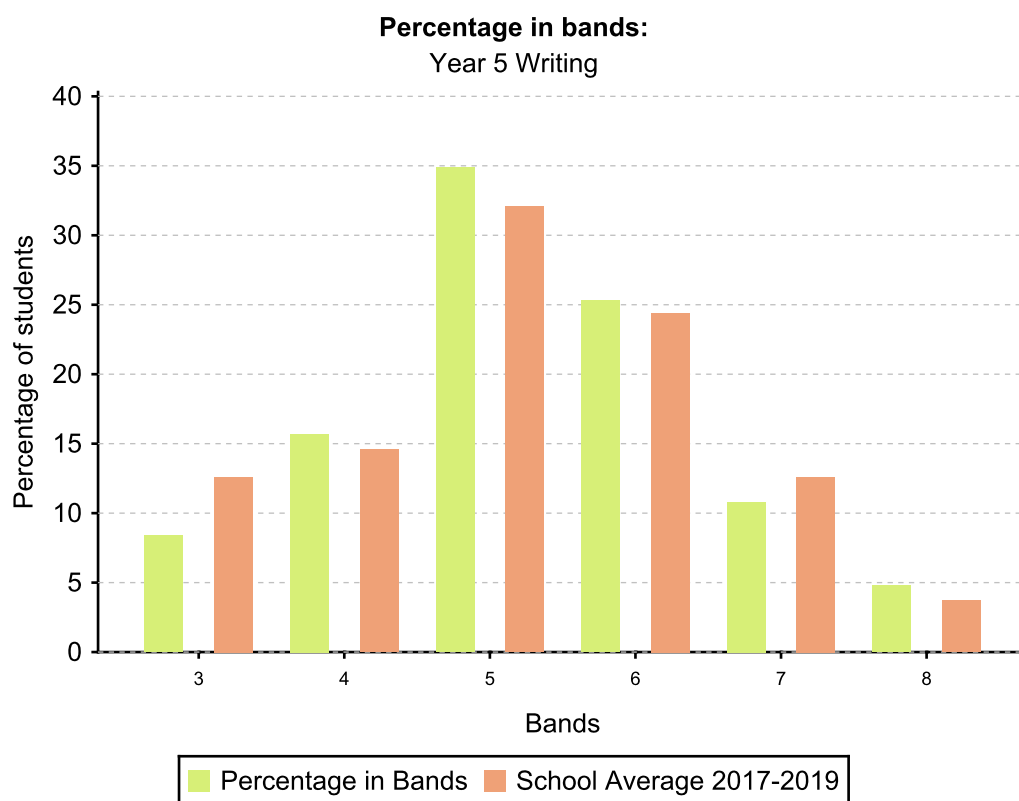


Band	3	4	5	6	7	8
Percentage of students	10.8	12.0	22.9	18.1	14.5	21.7
School avg 2017-2019	7.8	15.1	20	19.2	16.3	21.6

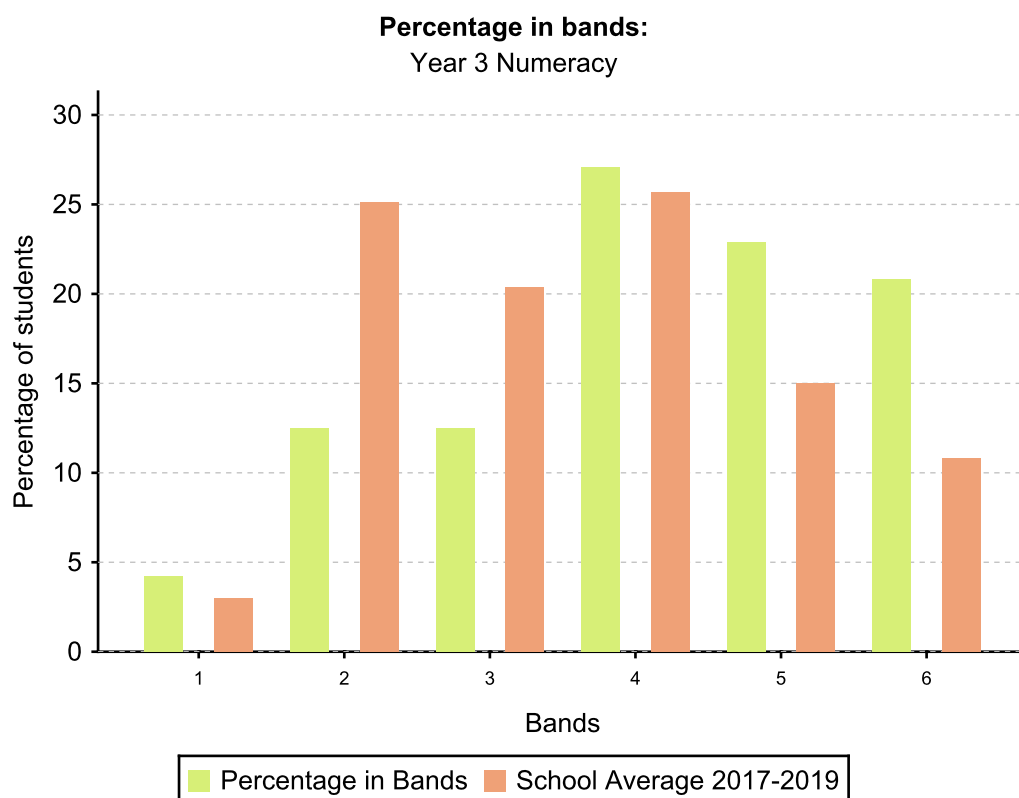
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.0	9.6	28.9	14.5	25.3	15.7
School avg 2017-2019	6.1	10.6	17.1	23.2	23.6	19.5



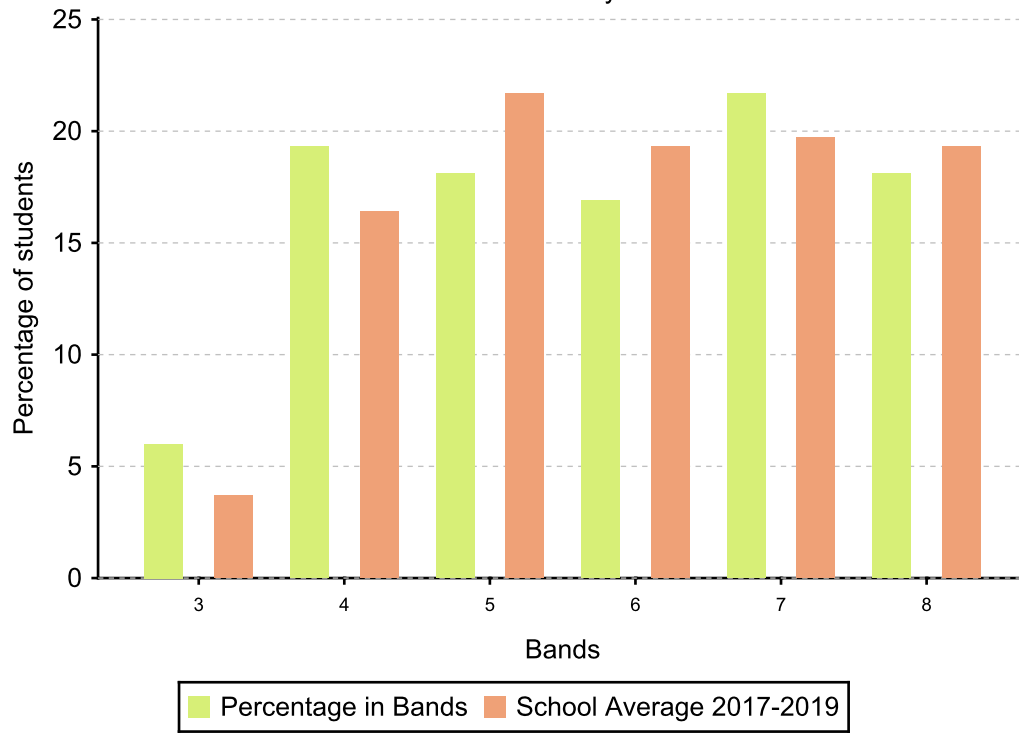
Band	3	4	5	6	7	8
Percentage of students	8.4	15.7	34.9	25.3	10.8	4.8
School avg 2017-2019	12.6	14.6	32.1	24.4	12.6	3.7



Band	1	2	3	4	5	6
Percentage of students	4.2	12.5	12.5	27.1	22.9	20.8
School avg 2017-2019	3	25.1	20.4	25.7	15	10.8

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	6.0	19.3	18.1	16.9	21.7	18.1
School avg 2017-2019	3.7	16.4	21.7	19.3	19.7	19.3

Parent/caregiver, student, teacher satisfaction

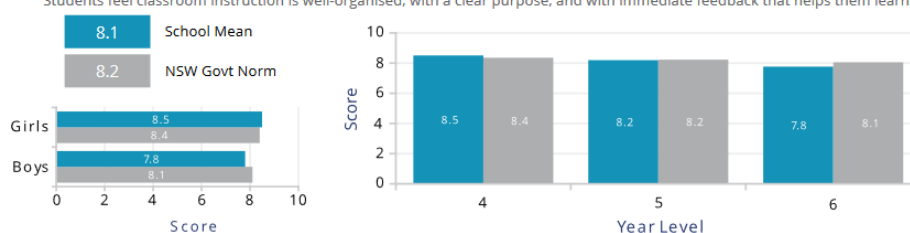
A range of TTFM surveys were completed among students at Wyong in 2019. Some areas to be highlighted included Rigour where students felt quite strongly about their classrooms being well-organised with clear purpose and immediate feedback. The area of assessment and feedback is a school priority and will further be highlighted in staff professional learning in areas such as consistency / teacher judgement.

The staff also pride themselves on Aboriginal education and learning. From this area almost 80% felt good about their culture when at school. Personalised plans are developed early in term one with parents and staff and evaluated throughout the year. Students have many opportunities to partake in aboriginal learning and cultural activities, where in-school activities and external are provided for aboriginal and non-aboriginal students.

The last point to be highlighted from our surveys is a promotion of high expectations. Students resounded well against the state when asked about staff emphasising academic skills and high expectations for all students to succeed. Aspirations for all students is paramount and a key part of learning from K-6. The school holds an annual careers days with many local and area businesses who give up their morning to promote their business / trade for our students. It is one of the biggest and well supported events in the school calendar.

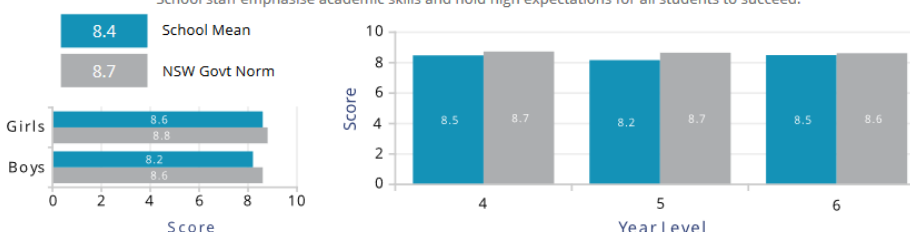
Rigour

Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.



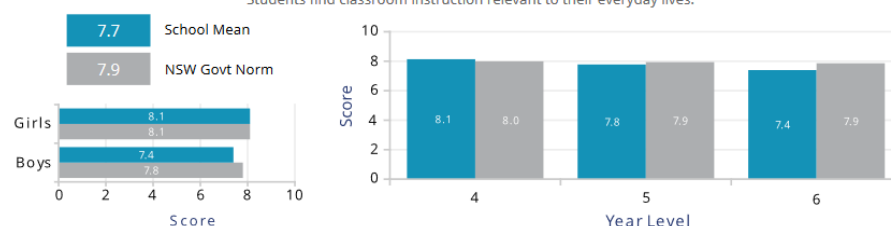
Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.



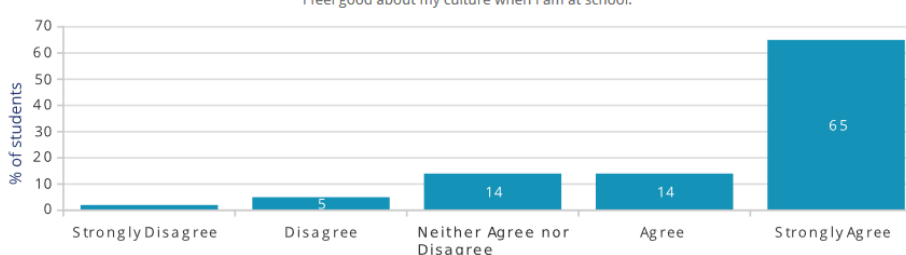
Relevance

Students find classroom instruction relevant to their everyday lives.



Aboriginal Students: I feel good about my culture

I feel good about my culture when I am at school.



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.

Wyong Public School Management Plan incorporates Aboriginal Education as a priority area within the school plan. Wyong Public School has a Partnership Agreement with the Ngara AECG; two staff members attended Connecting to Country and Aboriginal Education Professional Learning. A high level of commitment is upheld in improving Aboriginal student performance by providing Instructional Leaders in Literacy and Math, Learning Assistance Support Teachers, Intensive Reading Program, L3, First Spelling Program, Aboriginal Education Officer who is also on the Learning Support Team and Ngara AECG President, Aboriginal School Learning Support Officer and School Learning Support Officers. Students are supported in their Transition into the school also to ES1 and High School. All students have Personalised Learning Pathway Plans developed with their classroom Teachers, Aboriginal Education Officer and families. Wyong Public School had three students in the Opportunity Classes. Wyong Public School has an Aboriginal Education report in the school Newsletters and the local Ngara AECG.

The Ngara AECG Message Stick held across the Ngara AECG schools was presented to Wyong Public School assembly by Tacoma Public School Aboriginal Leader and Principal. It visited every classroom at Wyong Public School by our Stage 3 Aboriginal Leaders then presented to Wyong High School.

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.

Other School Programs (optional)

Wyong Public School offers the students many opportunities in all areas of academic, sporting, extra-curricular and cultural areas. These opportunities are far and wide, such as Newcastle University Passport program, to local zone debating and public speaking competitions, students performing at the Sydney Opera House for combined choirs and strings programs. Our students are involved in all sporting zone competitions in swimming, cross country and athletics, as well as many state PSSA knockouts and gala days in cricket, rugby league, soccer, softball, touch football, oz-tag and Netball. Our students are also involved in Maths Olympiads and several STEM competitions involving robotics and lego.