

Wyrallah Road Public School

2019 Annual Report



3856

Introduction

The Annual Report for 2019 is provided to the community of Wyrallah Road 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

Wyrallah Road Public School

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School background

School vision statement

To provide an inclusive, welcoming and friendly school, supported by a close-knit community where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

School context

Wyrallah Road Public School, with an enrolment of 523 students (including 12% Aboriginal students), is located in Lismore. The school has a supportive and active Parents and Citizens' Association as well as a regularly meeting group of Aboriginal parents. The school has an active Student Representative Council and programs include Language, Learning and Literacy (L3 and L3S1), Positive Behaviour for Learning, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

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	Delivering
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	Excelling
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	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

Students will be engaged in rich learning experiences, developing knowledge and skills with a strong sense of well-being.

Improvement Measures

Increase the percentage of students with a positive sense of belonging from 75% in 2017 (baseline) to 81% in 2020 (state average).

Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from baseline 3.79% (2017) to less than 2.79% (2020).

Increase and maintain the effectiveness of Positive Behaviour for Learning as measured through the School Evaluation Tool from 77% (2017 baseline) to 90% in 2020.

Progress towards achieving improvement measures

Process 1: Through well-developed and evidence-based approaches, programs and assessment processes the school identifies and regularly monitors whole school integrated approaches to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Following a review of existing PBL practices at the school, and the introduction of new PBL systems and processes (including the adoption and implementation of new classroom charts and allocation of additional staff to provide pre-correction supervision and support), there has been increased consistency in the delivery of PBL in all settings throughout the school. This has helped establish clear behaviour expectations which are understood by all students leading to improved teaching and learning experiences for all students at the school. The <i>Tell Them From Me</i> student survey (2019) shows students with a positive sense of belonging (feeling valued by peers and others) in Years 4–6 is currently 67%, whilst the most recent School-wide Evaluation Tool Report (2019) reflects an effectiveness rating for PBL of 89% (up from a baseline figure of 77%).	Allocation of staff time to analyse PBL systems and processes. Appointment of additional support staff to support the newly introduced practices. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2:

Evaluation	Funds Expended (Resources)
The appointment of an Aboriginal SLSO has ensured that the school is able to respond to the wellbeing needs of individual students, and provide high quality support for all Aboriginal students throughout the school. The appointment of an Aboriginal SLSO has also supported the school's cultural programs such as NAIDOC and Reconciliation Week, as well as providing support for families through parent meetings and Aboriginal Team Meetings. Current attendance rates for Aboriginal students has improved, and the gap between Aboriginal and non-Aboriginal students has narrowed from 3.79% to 3.35%.	Appointment of an Aboriginal School Learning Support Officer (SLSO). Funding to support cultural educational experiences for students and families (including NAIDOC celebrations, parent meetings etc.) Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$55219.00)

Strategic Direction 2

Excellence in Teaching

Purpose

Ensure success for our students through the delivery of high quality teaching practices.

Improvement Measures

Equal or better the Statistically Similar Group (SSG) in NAPLAN Writing scores for Year 3 and Year 5 by 2020.

a. Baseline Year 3 (2017) –15points

b. Baseline Year 5 (2017) –4.8 points

Increase the "value added" score K–3 Reading and Numeracy as measured through SCOUT from an average of 10.10 (2017 baseline) to 10.95 by 2020 (average school score is 10).

Increase the "value added" score Yrs3–5 Reading and Numeracy as measured through SCOUT from an average of 89.34 (2017 baseline) to 89.80 by 2020 (average school score is 85).

Increase the "value added" score 5–7 Reading and Numeracy as measured through SCOUT from an average of 43.60 (2017 baseline) to 45.00 by 2020 (average school score 45).

Top Two Bands Numeracy: Lower Bound 39.9% Upper Bound 44.9%

Incremental targets: 2020–2022 Numeracy

Lower Bound **2020 33.1%**; 2021 36.5%; 2022 39.9%

Upper Bound: **2020 34.75%**; 2021 39.8%; 2022 44.9%

Top Two Bands Reading: Lower Bound 50.8% Upper Bound 55.8%

Incremental targets: 2020–2022 Reading

Lower Bound: **2020 42.8%**; 2021 46.8%; 2022 50.8%

Upper Bound: **2020 44.5%**; 2021 50.2%; 2022 55.8%

Progress towards achieving improvement measures

Process 1: A whole school approach ensures the most effective evidence–based teaching methods optimise learning progress for all students, across a full range of abilities. Teachers employ evidence–based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Evaluation	Funds Expended (Resources)
The intervention strategies implemented in the Infant classes has impacted positively on teacher expertise, leading to measurable improvements in school–based assessment data. SCOUT data shows the following value added scores in NAPLAN: K–3 9.97; 3–5 90.94; 5–7 39.43 (cautionary note from the SCOUT website: value added results during NAPLAN online transition period should be treated cautiously).	Funds to support the ongoing professional learning of kindergarten staff. The allocation of support staff to Kindergarten classes to support the delivery of identified intervention strategies. Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$112469.00)• Low level adjustment for disability (\$161152.00)

Strategic Direction 3

Excellence in Leading

Purpose

Lead teaching and learning through school and community collaboration and quality educational practices.

Improvement Measures

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery, resulting in improved outcomes in student learning and responses to school community satisfaction measures.

Progress towards achieving improvement measures

Process 1: The school emphasises further developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Evaluation	Funds Expended (Resources)
The leadership team has maintained a focus on developing a culture of effective collaboration practices for all teaching staff to support the development of consistent planning, analysis, reporting and teaching practices across the school, resulting in sustained child-centred educational delivery in all Stages. The Leadership Team monitored the implementation of the initiative through program evaluation, lesson observations and performance & development practices. Current student perception of teacher expectations for success sits at 7.9% for girls and 7.2% for boys across Years 4–6.	Funds to support collaborative practices for all teaching staff. Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$92523.00)

Process 2: The school actively supports the further development of reflective practices among all members of the executive team with a clear focus on improving leadership and management practices.

Evaluation	Funds Expended (Resources)
The Leadership Team established a collaborative learning community within the school, providing opportunity for all teaching staff to undertake focused lesson observations of peers to share and develop teaching and learning practices. The Leadership Team monitored the processes, which included scheduled lesson observations by executive staff of all teachers, to measure the impact of the collaborative processes on teacher classroom delivery and student's learning experiences. As a consequence of the introduction of collaborative lesson observation practices, the school has secured high quality teacher and learning practices across the school.	Funds to provide staff with release to undertake lesson observations and provide feedback. Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	250	241	238	237
Girls	276	272	279	287

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	94.2	94.3	92.9
1	94.4	94.4	92.9	93.1
2	92.6	93.5	93.7	92.2
3	93.7	93.2	94.2	93.5
4	92.2	91.9	93.4	92.7
5	91.8	91.4	93.7	91.8
6	92.3	92	92	91.2
All Years	93.2	93	93.5	92.5
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.65
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.96

*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.

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	896,440
Revenue	4,960,644
Appropriation	4,697,393
Sale of Goods and Services	3,088
Grants and contributions	249,269
Investment income	6,712
Other revenue	4,181
Expenses	-4,868,699
Employee related	-4,352,550
Operating expenses	-516,149
Surplus / deficit for the year	91,945

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	121,985
Equity Total	361,253
Equity - Aboriginal	55,219
Equity - Socio-economic	132,469
Equity - Language	12,413
Equity - Disability	161,152
Base Total	3,713,437
Base - Per Capita	121,308
Base - Location	3,026
Base - Other	3,589,103
Other Total	413,793
Grand Total	4,610,468

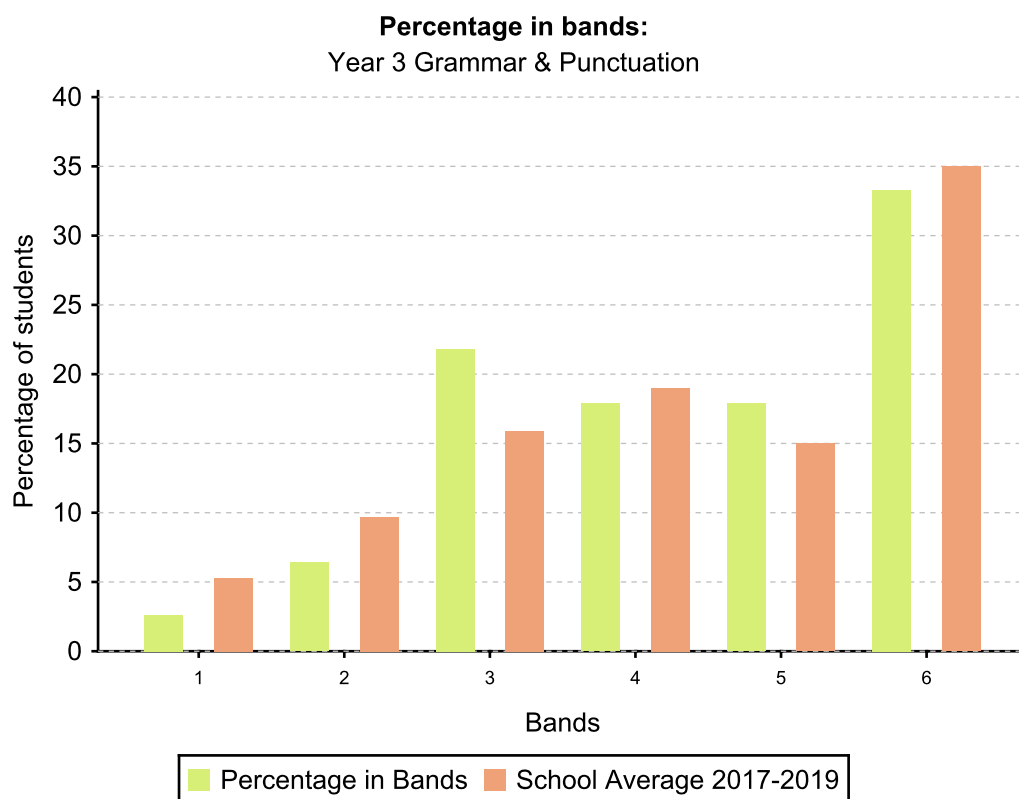
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School performance - NAPLAN

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.

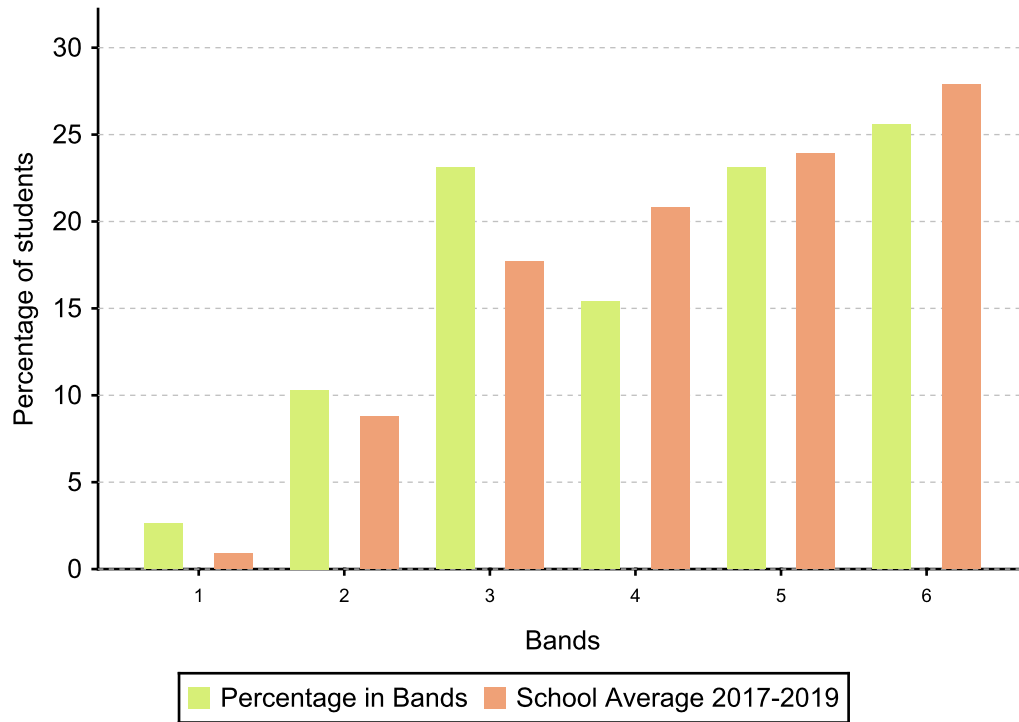
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



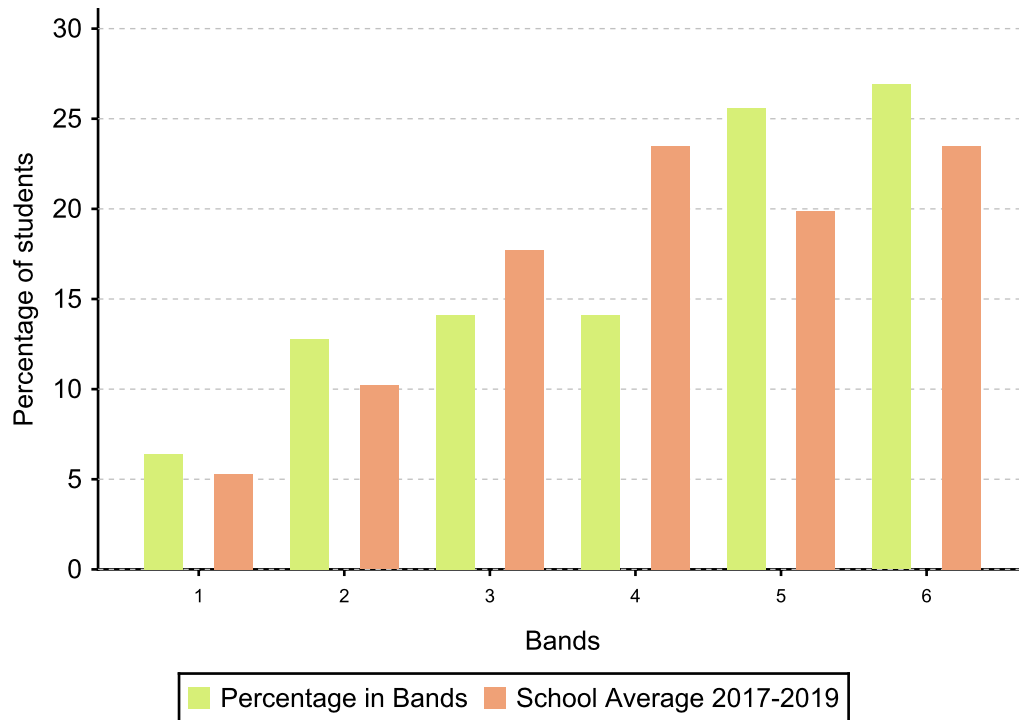
Band	1	2	3	4	5	6
Percentage of students	2.6	6.4	21.8	17.9	17.9	33.3
School avg 2017-2019	5.3	9.7	15.9	19	15	35

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.6	10.3	23.1	15.4	23.1	25.6
School avg 2017-2019	0.9	8.8	17.7	20.8	23.9	27.9

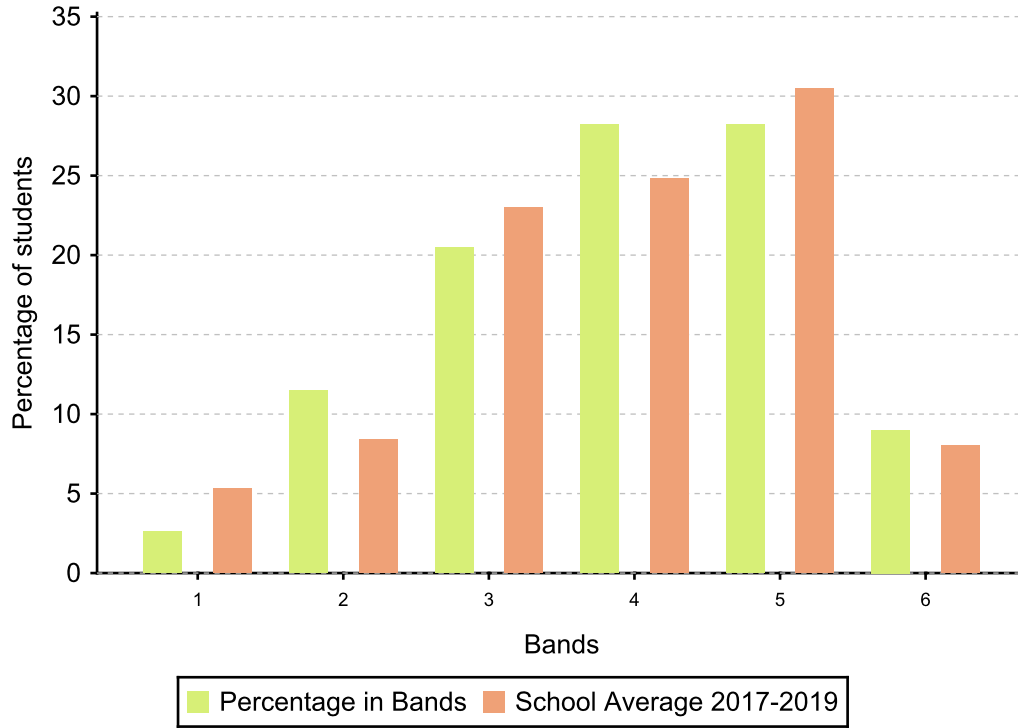
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	6.4	12.8	14.1	14.1	25.6	26.9
School avg 2017-2019	5.3	10.2	17.7	23.5	19.9	23.5

Percentage in bands:

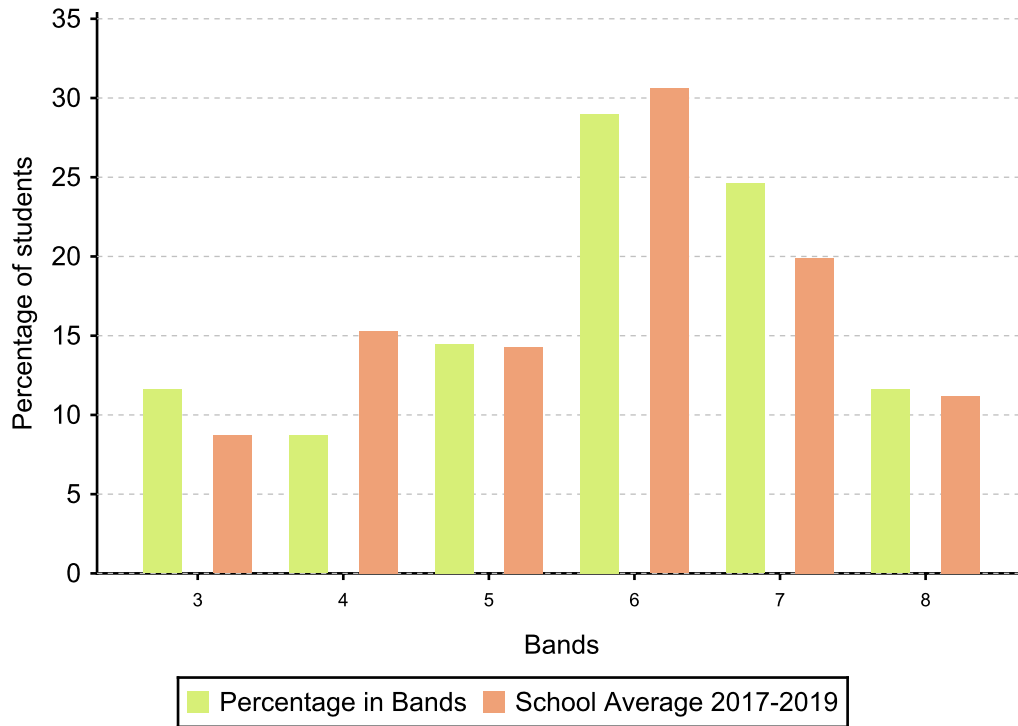
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	2.6	11.5	20.5	28.2	28.2	9.0
School avg 2017-2019	5.3	8.4	23	24.8	30.5	8

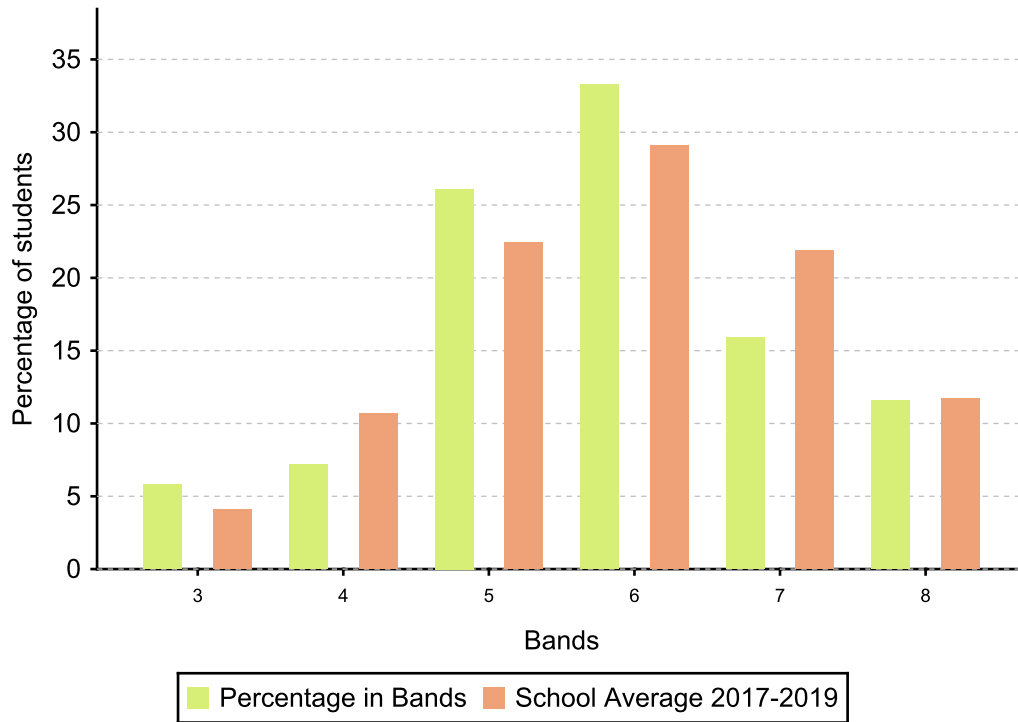
Percentage in bands:

Year 5 Grammar & Punctuation



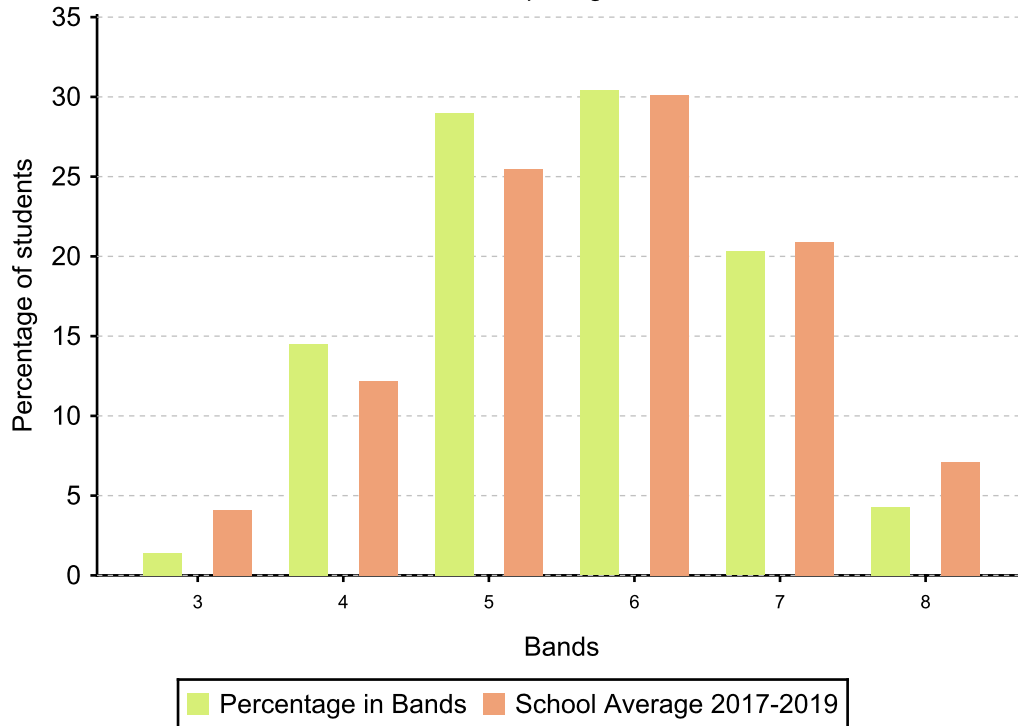
Band	3	4	5	6	7	8
Percentage of students	11.6	8.7	14.5	29.0	24.6	11.6
School avg 2017-2019	8.7	15.3	14.3	30.6	19.9	11.2

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	5.8	7.2	26.1	33.3	15.9	11.6
School avg 2017-2019	4.1	10.7	22.4	29.1	21.9	11.7

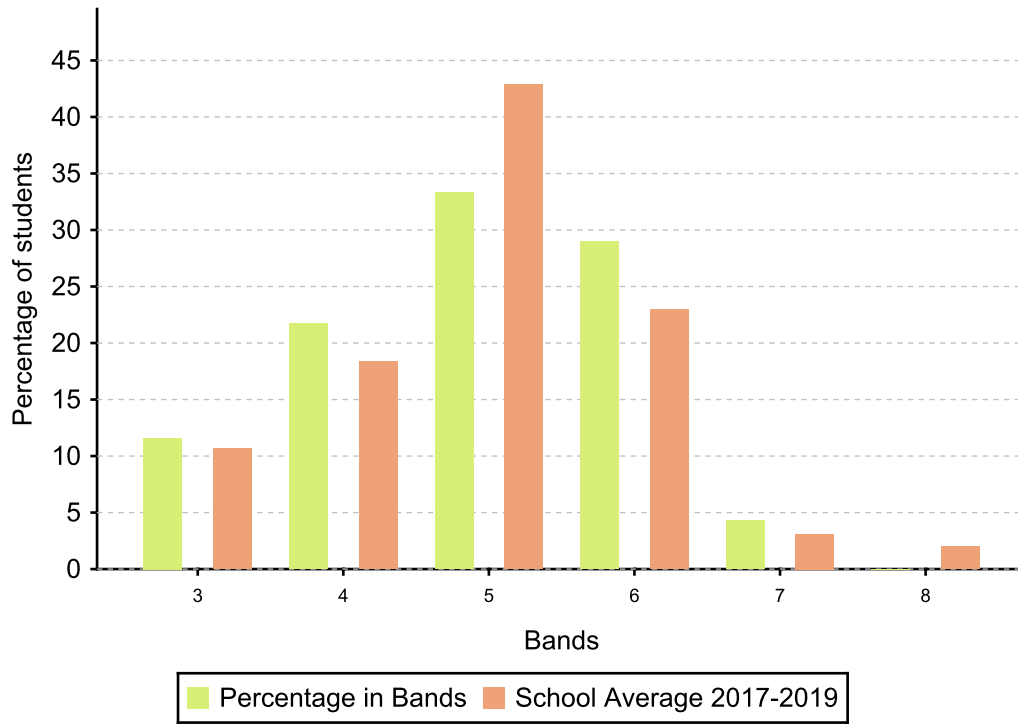
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	1.4	14.5	29.0	30.4	20.3	4.3
School avg 2017-2019	4.1	12.2	25.5	30.1	20.9	7.1

Percentage in bands:

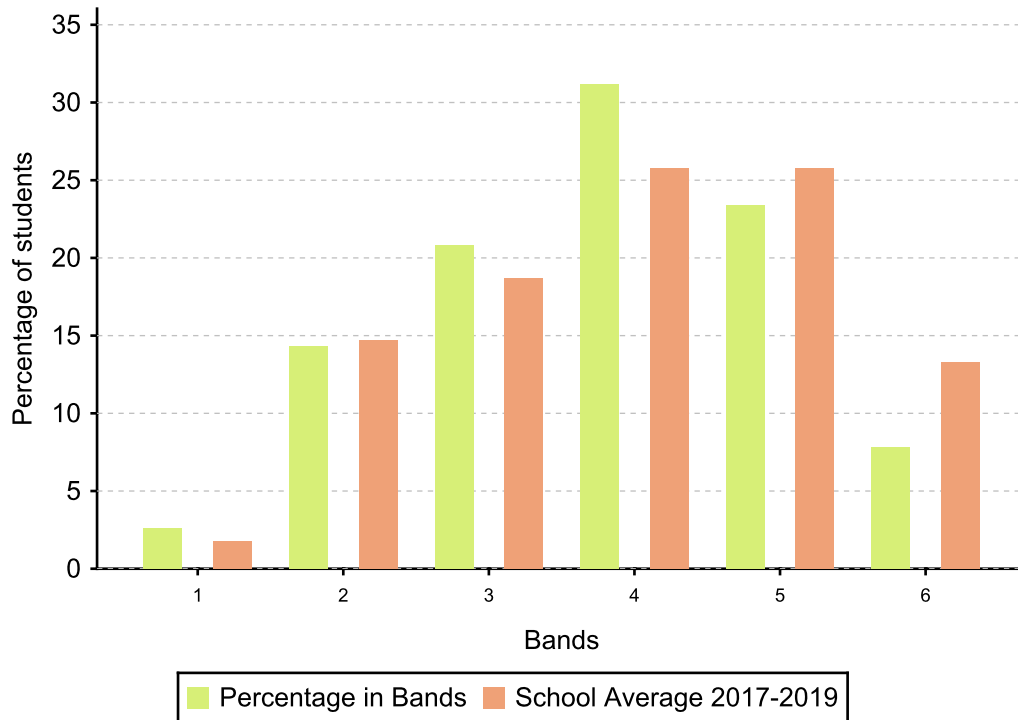
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	11.6	21.7	33.3	29.0	4.3	0.0
School avg 2017-2019	10.7	18.4	42.9	23	3.1	2

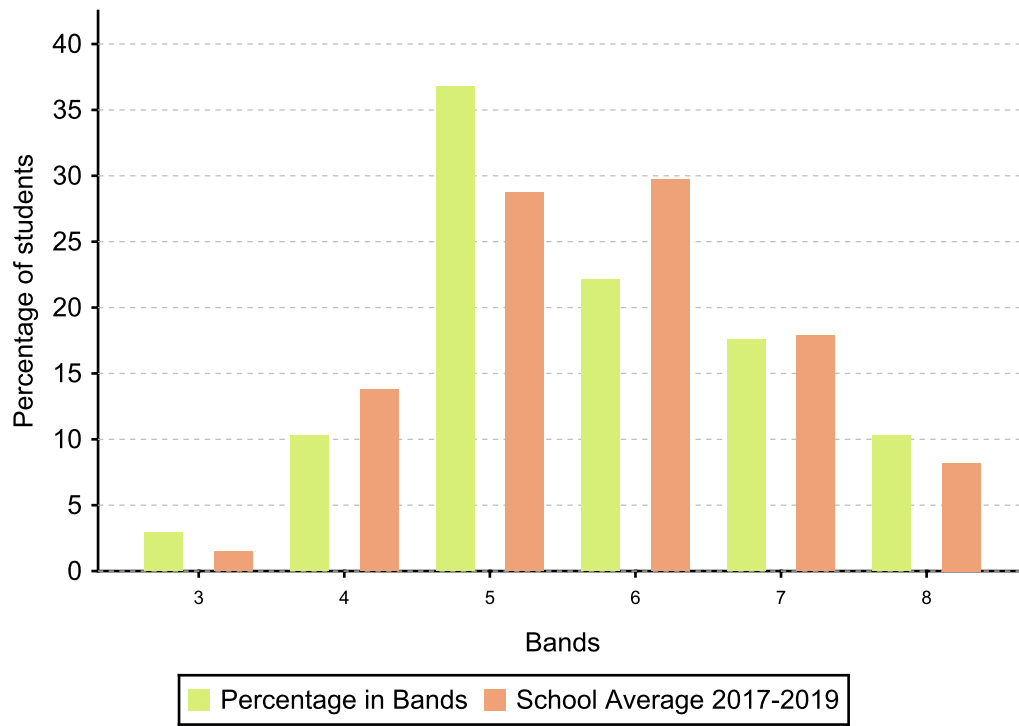
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.6	14.3	20.8	31.2	23.4	7.8
School avg 2017-2019	1.8	14.7	18.7	25.8	25.8	13.3

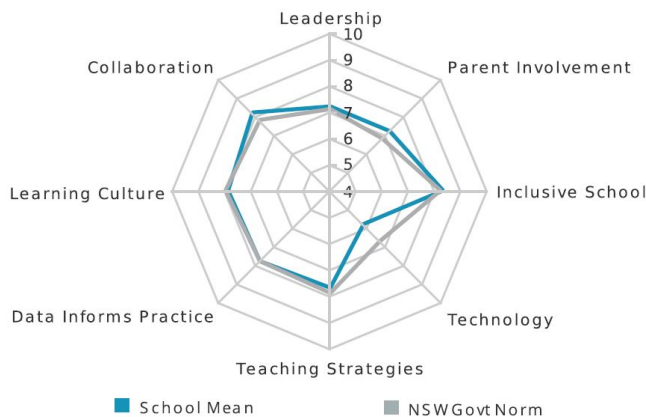
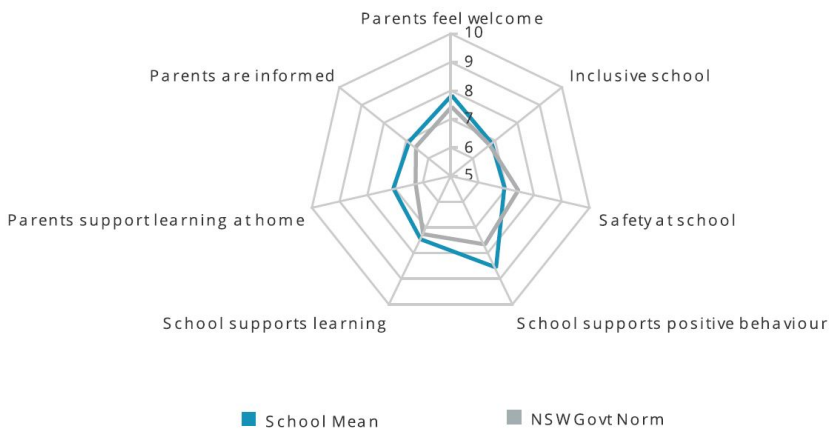
Percentage in bands:
Year 5 Numeracy



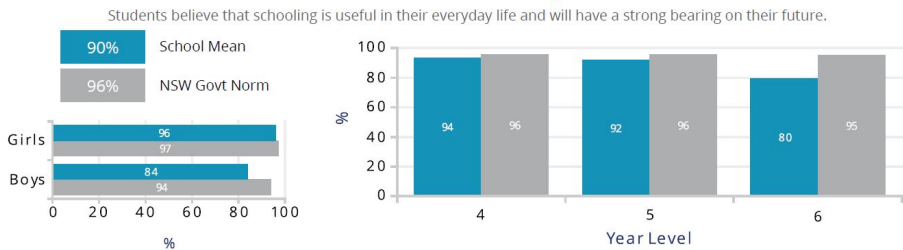
Band	3	4	5	6	7	8
Percentage of students	2.9	10.3	36.8	22.1	17.6	10.3
School avg 2017-2019	1.5	13.8	28.7	29.7	17.9	8.2

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were used to evaluate parent/carer, student, teacher satisfaction. The data indicates that the vast majority of students value coming to school and see it as a way to support their future goals, which includes 61% of the cohort either agreeing or strongly agreeing that they expect to go to University. Students feel good about their culture, and have a strong sense of pride in their school. Parents indicate that the school promotes positive behaviour and that parents feel welcome and informed about their children's progress. Staff value collaborative practices at the school, value parent involvement and acknowledge that the school is inclusive of all students.

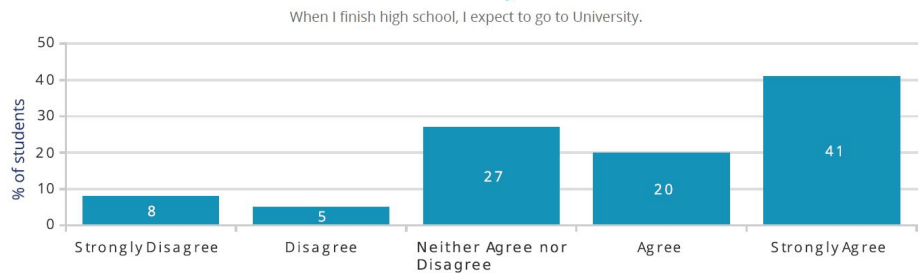


Students that value schooling outcomes



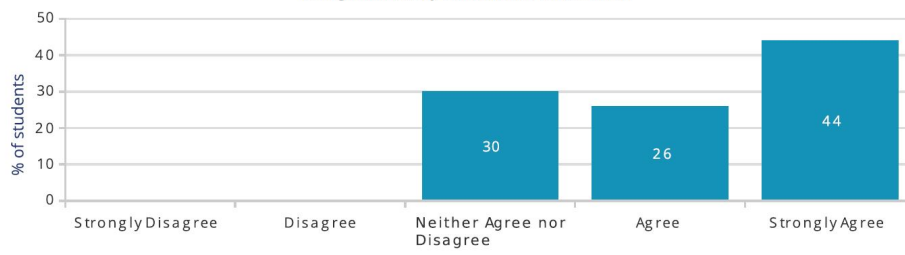
NSW DoE Custom Measure(s)

University



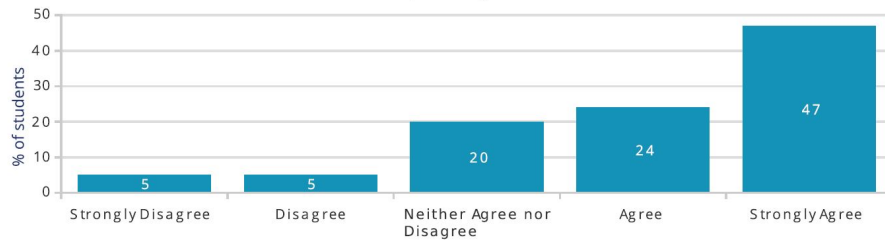
Aboriginal Students: I feel good about my culture

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



School pride

I feel proud of my 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.

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.