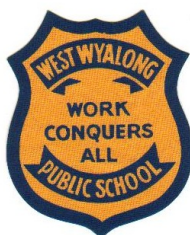


2020 Annual Report

West Wyalong Public School



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Introduction

The Annual Report for 2020 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

West Wyalong Public School

Park St

West Wyalong, 2671

www.westwyalon-p.schools.nsw.edu.au

westwyalon-p.school@det.nsw.edu.au

6972 2157

School vision

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 sits on the lands and waterways of the Wiradjuri people, situated in the town of West Wyalong, which is the major town in the Bland Shire, in the Riverina Region of NSW.

The school has historically drawn its enrolments from farms and the rural sector. With the opening of the Cowal Gold Mine, (now called Evolution) our school has seen a change in its cultural dynamic. Our enrolment numbers initially increased, since the establishment of the mine, bringing a transient population. Over the past 7 years with a change in roster requirements, our enrolments are now decreasing with less employee's families moving to West Wyalong.

Aboriginal enrolment numbers have remained steady over the last five years averaging 37 students per year. We currently have 1 EAL/D student. In 2018 we started a cultural group with our Indigenous students with the support of the Local Aboriginal Lands Council. We have a significant number of students who are on integration funding and are supported by School Learning Support Officers within our school.

Our school has many extra-curriculum opportunities through sport, music, cultural experiences, excursions, leadership initiatives and performances. A whole school wellbeing program has been implemented, to provide extra support for individual student's needs. Our school enjoys a collaborative relationship with the High School - all Year 6 students participate in a Middle School program each Thursday that involve specialised High School teachers teaching Literacy, Numeracy, STEM and PD/H/PE.

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.

After extensive work on a Situational Analysis and through a consultative process, the staff and school community have determined a set of high level areas for improvement. These include the need to improve literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy will be necessary. This will be supported by evidence-based approaches to professional learning that will improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community and increased involvement in the school by the community, with a focus of high expectations will improve student learning outcomes.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
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)
Professional learning was conducted with all staff , 3 way smart goal setting meetings were held. Teachers noted an increase in students engagement, with students having more ownership of their learning and that process seems embedded in school practice.	

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)
Books were published for all students using the Little Scribes program. The interactive whiteboards are in almost all learning areas. the laptops having been well utilised in each classroom, especially in mathematics.	



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)
Some programs were on hold due to COVID. Students started using Mathletics which assisted in monitoring student progress. Check in assessment data feed straight to the progressions and they have been used to monitor numeracy.	

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 participated in Professional Learning Opportunities to further develop their teaching strategies and knowledge around curriculum, including Seven Steps to Writing Success, Quality Teaching Rounds, Best Start Training, Use of SCOUT data, Literacy and Maths Progressions and School mentoring and coaching program. Regular meetings with staff around PDPs, programming and effective teaching strategies were held. AP's participated in Effective Reading Training and LEED workshops and through stage meetings filtered this to staff.	

Process 3:

Evaluation	Funds Expended (Resources)
There was no process 3	



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)
A decrease was seen in group incidents where students were choosing mean and were unable to 'own their part' and solve their problems. Attendance improved for some targeted students.	

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)
Teacher check ins were conducted to review PDPs, check in with teachers wellbeing and discuss any issues that have arisen. Stage meetings were dedicate time to organise, implement and discuss students and staff issues or concerns. Staff used Wednesday afternoons for whole staff P/L. The P/L that was allocated to needs based training to assist the growth of our students.	

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)
A lot of activities were postponed due to COVID-19 home learning and restrictions. Social media was utilised a lot more and positive feedback was received for all the photos and activities that were shared with parents.	



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$46,931 in additional staff funding FTE 1.0	Student growth and teacher development were evident through the support programs and assistance from these support personnel.
Quality Teaching, Successful Students (QTSS)	0.2 FTE - \$43,752	Quality teaching rounds commenced in Term 3 with initial training of mentors.
Socio-economic background	\$140,132	<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>
Aboriginal background loading	\$5600 - Stronger Smarter PD \$6734 - Casual Staff for Individual Learning Pathways \$24451 - SLSO \$6000 - Cultural Group and NAIDOC Week activities	Personalised Learning Pathways were completed for all students. Students took part in cultural group activities and Aboriginal students were assisted by SLSOs in the classroom.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	148	147	132	130
Girls	140	129	124	110

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	93.8	89.6	89
1	93.5	93.7	94.7	93.2
2	93.1	94.3	93.8	94.8
3	93.1	93	93.4	93.2
4	93.3	93.4	92.3	95.2
5	92.3	92.2	89.9	93.7
6	91.8	91.7	89.6	91.9
All Years	92.8	93.2	91.9	93.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	9.39
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	460,907
Revenue	3,121,105
Appropriation	3,076,151
Sale of Goods and Services	1,886
Grants and contributions	42,320
Investment income	748
Expenses	-2,952,821
Employee related	-2,709,429
Operating expenses	-243,392
Surplus / deficit for the year	168,284
Closing Balance	629,192

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.

	2020 Approved SBA (\$)
Targeted Total	243,406
Equity Total	341,921
Equity - Aboriginal	42,817
Equity - Socio-economic	140,132
Equity - Language	2,656
Equity - Disability	156,315
Base Total	2,182,947
Base - Per Capita	61,569
Base - Location	65,612
Base - Other	2,055,766
Other Total	177,864
Grand Total	2,946,138

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed at the end of 2020. they rated the school as an 8 on how well it catered to their child's wellbeing needs, and an 8 on the school supporting their child's learning needs. Parents positive responses commented *My child's has a positive relationship with all of her teachers and feels supported.*, *The open communication with the teachers and parents, always feel welcomed to chat at anytime*, *Individual class teacher/parent/student relationships have been a very positive interaction this year*, *The support provided for a child's individual learning needs and Teacher availability to address any concerns.*

Suggested areas that parents seen the school could further improvement were *Please send an overview of the milestones or goals, each year needs, to achieve per term. The information will assist parents to start a conversation and help children if needed and .more consistent behaviour management and regular student progress updates.*

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.