2020 Annual Report

Wyong Public School

3527

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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 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 712%-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)
AVID Impact - Trial of Learning Sprints appeared successful among staff, building teacher capacity. Over 10 different AVID strategies were shared among staff. Lesson observations were undertaken but the process needs to be formalised across 3-6. All S1 teachers received classroom support to implement the L3 writing process. Writing presentation - Writing process is cyclic embedded termly.	HALT released from class to provide TPL and individualised teacher support $146900 AVID Contract $8100 AVID Resources $3435 Off-Class DP $172000 3 x SLSO pw (L3) $122580

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

K-6 student Writing pre & post testing on schoolwide writing focus each term.

Evaluation	Funds Expended (Resources)
K -70% reached level 9, Year 1 68%, Year 82% - COVID impact.	Instructional Leader $200805

Progress towards achieving improvement measures	
Impact: TTFM custom survey on 'Organisation' (Our classroom materials & supplies have a special place & things are easy to find)., indicated a 2% increase in organisation of materials. *TTFM custom survey on social support (I feel as if it is OK to make mistakes in front of my class), demonstrated no change in social support.* *A contributing factor was 2019 data was completed by all 10 classes & in 2020 it was only completed by 5 out of 10 classes, providing inaccurate data measures.*	HALT $146900

Impact: TTFM custom survey on 'Organisation' (Our classroom materials & supplies have a special place & things are easy to find)., indicated a 2% increase in organisation of materials.

TTFM custom survey on social support (I feel as if it is OK to make mistakes in front of my class), demonstrated no change in social support.

HALT $146900

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)
Interview process completed & successful applicant accepted the position of off-class AP Student Wellbeing. Appointment to start in term 1 2021. Staff developed a deeper understanding of opportunities and avenues for promotions and leadership roles. Professional Learning was accessed for Beginning teachers to build capacity of continuous improvement.	Systems approach data management $8500 Professional Learning $30000 Beginning Teacher Funds $5503

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)
Staggered attendance back to school offered allowed staff to successfully welcome students back into school after isolation and gradually integrated back into our whole school community. The resilience of both student leaders and staff to accommodate modes of communication between our student leaders and our students working from home was successfully, giving our isolated students a sense of connectedness.	Electronic Devices $60000 Peripherals $10000

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 2010 (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)
Not required	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)
The goal setting process was successful for students. Identified need to build teacher capacity to enable students to develop a deep understanding of setting, monitoring and evaluating SMART Goals. PLP goal setting process needs to align with AVID goal setting process to avoid duplication for Aboriginal students. Updates to Skoolbag App increased community engagement and communication from school to home.	Release Teachers from class for PLP meetings $5000 Skoolbag App $1400 Community Engagement Officer $80000 Business Manager $108000

Next Steps

Provide TPL on the SMART Goal process as a cycle.

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	**Funding Sources:** • Early action for success ($200 803.00)	Our Instructional Leader successfully provided targeted support to K-2 students in the areas of literacy and numeracy. This was achieved by way of accessing and delivering Teacher Professional Learning, directly supporting targeted students, and establishing and maintaining a process of cyclic data collection and analysis on student achievement.
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($145 897.00)	Aboriginal SLSO was employed for the year and during term 1 and at the end of term 4 the delivery of differentiation, cultural awareness and personalise support was provided to Aboriginal students. Due to COVID restrictions our Aboriginal SLSO was not able to attend school for terms 2, 3 and half of term 4 in 2020.
English language proficiency	**Funding Sources:** • English language proficiency ($30 008.00)	EAL/D Teacher was employed for the year to deliver targeted support to EAL/D students. Due to COVID restrictions our EAL/D Teacher was not able to attend school for terms 2, 3 and half of term 4 in 2020. Outside of COVID restrictions the program ran successfully.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($263 069.00)	SLSOs were employed to provide support to targeted students both within the classroom and in the playground depending on student need. Additional LaSTs were employed to provide small group tuition for 'At Risk' students. This took place at school in term 1 and term 3. In term 2 during COVID LaSTs provided online and hardcopy individualised work for 'At Risk' students while learning from home.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($89 804.00)	QTSS funds were utilised to Improve school infrastructure with the intention to improve our quality of teaching and student learning outcomes. This was achieved through employing staff for RFF and releasing 4 executive staff members (Teaching Assistant Principals) from class one day per week to conduct lesson observations, support Teachers attain their PDP goals, develop quality programs incorporating differentiation, analyse student data and the evaluation of milestones within the school improvement plan
Socio-economic background	**Funding Sources:** • Socio-economic background ($637 681.00)	Provided funding to ensure student engagement in whole school activities including but not limited to student book packs, excursions, swimming carnival, student assistance program, planetarium and our athletics carnival.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($61 505.00)	Beginning teachers eligible for Beginning Teacher Funding were identified and funding was used to enhance the professional growth of beginning teachers during their induction period. This included but was not limited to Teacher Professional Learning, team teaching opportunities, release from class

Support for beginning teachers	Funding Sources: • Support for beginning teachers ($61 505.00)	and support in gaining proficient teacher accreditation status. Due to the impact of COVID the timeframe to utilise/spend all beginning Teacher Funding was extended until the end of 2021.
Targeted student support for refugees and new arrivals	Funding Sources: • Targeted support for refugees and new arrivals ($314.00)	EAL/D Teacher was employed for the year to support teachers in differentiating teaching and learning through EAL/D TPL that focusses on refugee education. This was successful in term 1 but due to COVID restrictions she was not able to attend school for terms 2, 3 and half of term 4 in 2020.

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Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	231	241	253	246
Girls	208	220	219	223

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93	92.3	92.3	91.4
1	91.8	92.4	91.5	90.8
2	94.1	92.3	92.1	88.6
3	92.3	93.1	90.4	91.2
4	93.2	90.7	91.2	89.4
5	93.6	93.1	92	93.1
6	93.3	92.7	91.2	91.3
All Years	93.1	92.5	91.6	91
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)	6
Classroom Teacher(s)	19.61
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Administration and Support Staff	7.48

*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, 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	998,213
Revenue	6,217,716
Appropriation	5,989,352
Sale of Goods and Services	825
Grants and contributions	227,045
Investment income	295
Other revenue	200
Expenses	-6,570,767
Employee related	-5,699,684
Operating expenses	-871,084
Surplus / deficit for the year	-353,052
Closing Balance	645,162

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	272,186
Equity Total	1,076,655
Equity - Aboriginal	145,897
Equity - Socio-economic	637,681
Equity - Language	30,008
Equity - Disability	263,069
Base Total	3,859,942
Base - Per Capita	116,414
Base - Location	0
Base - Other	3,743,529
Other Total	708,852
Grand Total	5,917,636

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 in regard to learning from home experiences during COVID. 93% of families found that the most useful form of communication between home & school was Class Dojo. Skoolbag App rated second at 51%. 82% of families also found that the most useful information about learning from home came from Class Dojo.

In terms of the amount of online communication from school to home 77% of survey responses from parents found that the amount of communication was 'Just Right'.

Parents indicated that 70% of students had their own device to access online learning and 61% of students used a laptop.

A majority of parents who responded to the survey expressed the difficulty they experienced supporting their child's learning from home. This was not due to teacher impact or online learning but more around juggling working from home with supporting learning, understanding content, IT difficulties and isolation.

An extensive amount of parents who completed the survey added comments reiterating their thanks, appreciation for the support from teachers, congratulating teachers on a job well done under extreme circumstances, praising teacher organisation and commitment, students have a sense of missing school and the reduction of feeling isolated due to online learning.

Overall the feedback was positive and parents were satisfied with communication during the unprecedented time of COVID where students were learning from home.

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.