

# 2020 Annual Report

## Wyrallah Road Public School



3856

# Introduction

The Annual Report for 2020 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

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Wyrallah Road Public School

152 Nielson St

Lismore, 2480

[www.wyrallahrd-p.schools.nsw.edu.au](http://www.wyrallahrd-p.schools.nsw.edu.au)

[wyrallahrd-p.school@det.nsw.edu.au](mailto:wyrallahrd-p.school@det.nsw.edu.au)

6621 3363

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	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)
<p>PBL: SET completed in Term 3 via electronic means due to COVID. Classes created videos for PBL settings. It is anticipated that these will be completed and implemented in 2021.</p> <p>Attendance: Students attendance was monitored via a text messaging system during COVID. Systems to support students not engaged were identified and implemented. This included communicating with families and students via email, phone calls and through Google Classrooms. Various methods for students to submit completed work introduced, and these took account of students with/without technology. Laptops were loaned out to students without computers at home to assist them in accessing Google Classrooms and completing tasks whilst working remotely.</p> <p>PLPs: Process was very teacher directed rather than consultative this year due to COVID restrictions and home learning as meetings were held over the phone. SLSOs were made aware of how to access PLPs and understood their role in meeting with students to monitor their progress against their PLP goals. SLSOs accessed PLPs and met with students. This process will be adopted by all SLSOs from Term 1 2021.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$3500.00)</li></ul>

**Process 2:** Implement a whole school approach to Aboriginal education, with a focus on Stronger Smarter and providing specific and targeted additional academic and cultural support for Aboriginal and Torres Strait Islander students.

Evaluation	Funds Expended (Resources)
<p>Employment of Aboriginal SLSO to provide support to targeted Aboriginal students. SLSO provided support to Aboriginal students in classrooms and during play sessions in the playground. SLSO was involved in the PLP process and was utilised to contact parents and to discuss student's PLP goals with parents and carers. Differentiated NAIDOC and PLP celebrations were held due to them being disrupted by COVID and ongoing COVID restrictions. SLSO provided additional behavioural support to students to support their well-being at school.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$18682.68)</li></ul>

## 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)
<p>In the absence of NAPLAN in 2020, the school has used the optional Check-in assessments and school based data to reflect on student progress.</p> <p>Year 3 and Year 5 students completed the optional Check-in assessments. There were two components (Reading and Numeracy).</p> <p>In Year 3 students achieved outcomes above Statistically Similar School Groups (SSSG) in both Reading and Numeracy (Reading - school 45.1% SSSG 40.3%; Numeracy - school 43.9% SSSG 42.0%).</p> <p>In Year 5 students achieved outcomes above SSSG in Reading and Numeracy (Reading - school 42.7% SSSG 25.3%; Numeracy - school 27.5% SSSG 21.3%).</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20835.60)</li></ul>

## Progress towards achieving improvement measures

School based data indicates students working at a higher level than age expected outcomes in Numeracy (averaged across all year groups) was as follows:

Term 2 27.16%, Term 3 34.57%, Term 4 35.82%

School based data indicates students working at a higher level than age expected outcomes in Reading (averaged across all year groups) was as follows:

Term 2 37.31%, Term 3 35.57%, Term 4 38.13%

Based on this analysis, the school is on track to achieve its 2022 Premier's Target in Numeracy. Greater acceleration in student growth is required in Reading if the school is to achieve its 2022 target.

### 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)
<p>All teaching staff have completed a series of 'What Works Best' training modules, and identified a range of practices to implement in the short-term, with a commitment to ongoing evaluation of practice, reviewing impact and adapting practices and processes in line with evaluation outcomes.</p> <p>Staff across the school have worked collaboratively in undertaking a detailed situational analysis to evaluate school practices and identify future targets. These have been written in to the Strategic Improvement Plan 2021-2024.</p> <p>The executive team have strengthened their leadership and management capacity through ongoing generative dialogue, leading to improved performance and collaborative practices across the school.</p>	

**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)
<p>Generative dialogue meetings were implemented for all executive staff with meetings held every 5 weeks. These conversations promoted self-reflection around leadership and management, leading to changes in understanding/practice.</p> <p>Extensive support was provided to beginning teachers through, lesson observations, feedback on teaching practice, generative dialogue conversations and mentoring programs practices established.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Professional learning</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Professional learning (\$37 507.00)</li> </ul>	Professional learning was provided at a whole school, stage team, small group and individual level in 2020. Staff participated in a number of mandatory training activities throughout the year while also completing a number of other professional learning tasks. Teachers began the year by outlining how students would be identified and monitored throughout the year against the Premiers' Targets through school based assessment practices. Focus was directed to online teaching and learning tools and strategies due to COVID and home learning. Working through the Well-being framework was also a focus in 2020 and a number of professional learning sessions were dedicated to this. Teachers began their MAPA training online due to COVID restrictions with a plan to complete in 2021 if restrictions allow. Staff also worked through 3 sections of the 'What Works Best' documents (Effective feedback, Use of data to inform practice and Assessment). The school also began working towards developing a whole school assessment schedule and data collection system for monitoring of individual student progress and to allow easy sharing of information from year to year.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$61 947.00)</li> </ul>	Aboriginal SLSO was employed to support the essential link between the school and community, fostering high level respectful relationships. Individual learning goals were developed for all students. Bundjalung Language and Culture Nest provided Bundjalung language lessons to students.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$3 100.00)</li> </ul>	Student progress is monitored termly and recorded in Progress Reports.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$20 838.00)</li> </ul>	Ongoing monitoring of student progress throughout the year. Students move on to/off the intervention program based on progress made and the changing needs of student cohorts. The role of School Learning Support Officers across the school supported the well-being of students and literacy and numeracy learning. Targeted students are identified through teacher referral and the school's Learning and Support Team processes. These students received support both in the classroom and playground to enhance academic and social learning.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$96 367.00)</li> </ul>	Supervisor meetings were timetabled with teaching and non-teaching staff to discuss PDPs. Teachers and their supervisors discussed teaching and learning programs. Teachers were released from class to evaluate and adjust teaching and learning programs as a result of ongoing reflection of data and individual student progress.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic</li> </ul>	Ongoing monitoring of student progress utilising school-based tracking data. SLSOs

<b>Socio-economic background</b>	background (\$19 614.00)	support students and their learning by working closely with teachers. Additional teachers and school learning support officers were employed to support literacy, numeracy, social skills programs and student engagement. SLSOs provided in class support and one on one intensive support programs such as multilit. Increased access to interactive technologies for all students. Increased access to resources for all students. Funding was also used to support the successful transition to kindergarten and Year 7 programs. An Assistant Principal was released in Term 1 to provide instructional leadership to teachers across the school.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	Support was provided for three beginning teachers in 2020. They were provided with additional release time, a mentor was released to work alongside them and professional learning was provided to support their induction into the teacher profession. Through involvement in the program, one teacher was able to complete and submit their accreditation, all teachers received individualised and tailored feedback which they can use to support their accreditation process.
<b>Integration funding support</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Integration funding support (\$115 706.00)</li> </ul>	SLSOs were employed to provide 1:1 support to students receiving IFS. SLSOs work closely with teachers to implement individualised programs both in the classroom to enable students to access educational programs and in the playground to support social development and success.
<b>Literacy and numeracy</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Literacy and numeracy (\$15 285.00)</li> </ul>	Time was provided to support teachers to identify and target students against the Premiers' Targets in literacy and numeracy. Stage teams develop consistent practices to identify and collect relevant data to identify target students and to develop and implement quality teaching and learning programs in literacy and numeracy to support the students to achieve in the top two bands in reading and numeracy in NAPLAN assessments. Time was also provided for the redevelopment of teaching and learning program across the school in comprehension to support this process and ensure consistency of teaching practice.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	241	238	237	223
Girls	272	279	287	298

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.2	94.3	92.9	90.3
1	94.4	92.9	93.1	93
2	93.5	93.7	92.2	92.6
3	93.2	94.2	93.5	92.6
4	91.9	93.4	92.7	92.8
5	91.4	93.7	91.8	92.2
6	92	92	91.2	91.8
All Years	93	93.5	92.5	92.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	988,385
<b>Revenue</b>	4,980,521
Appropriation	4,904,570
Sale of Goods and Services	2,241
Grants and contributions	71,979
Investment income	1,731
<b>Expenses</b>	-5,019,149
Employee related	-4,631,957
Operating expenses	-387,192
<b>Surplus / deficit for the year</b>	-38,628
<b>Closing Balance</b>	949,758

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	115,706
<b>Equity Total</b>	410,360
Equity - Aboriginal	61,947
Equity - Socio-economic	156,909
Equity - Language	24,803
Equity - Disability	166,700
<b>Base Total</b>	3,801,258
Base - Per Capita	126,024
Base - Location	2,847
Base - Other	3,672,387
<b>Other Total</b>	395,347
<b>Grand Total</b>	4,722,670

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Tell Them From Me surveys were used to evaluate parent/carer, student and teacher satisfaction about student engagement, student outcomes and school climate.

In 2020 students in Years 4, 5 and 6 provided us with their thoughts and opinions about aspects of school life.

82% of students have friends at school they can trust and who encourage them to make positive choices. This was an increase from 80% in 2019.

90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

76% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice. This was an increase from 73%.

Parents were also surveyed using the Tell Them From Me surveys.

78% of parents felt that teachers are responsive to students' needs and encourage independence with a democratic approach.

77% of parents felt that school staff emphasise academic skills and hold high expectations for all students to succeed.

The survey showed an increase in the number of parents who felt the school helps prevent bullying and that teachers help students develop positive friendships.

There was also an increase in the number of parents who feel they have had input into school planning, development and review of school policies, teaching practices and curriculum delivery.

Teachers at WRPS were surveyed using the Tell Them From Me survey and the People Matter survey in 2020.

93% of teachers have confidence in the decisions their manager makes.

93% of teachers felt school managers encourage and value employee input.

93% felt that school managers communicate effectively with them.

91% of teachers talk with other teachers about strategies that increase student engagement.

87% of teacher felt that people in my work group treat each other with respect.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.