

2020 Annual Report

Wyoming Public School



4397

Introduction

The Annual Report for 2020 is provided to the community of Wyoming Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Wyoming Public School works to provide a high-quality education that improves the lives of individuals and families in our community.

To do this we nurture our students to develop deep knowledge, critical understanding and a positive attitude to themselves and others. Our goal is to create young people with the skills to live rewarding and productive lives within a complex and dynamic world.

Our approach will always value and develop respectful and purposeful relationships as we challenge ourselves to be life-long learners; no matter what role in the school we play.

School context

Wyoming Public School was established in 1969 and is located 5km north of Gosford on the Central Coast of NSW. The school is on Darkinjung traditional land and serves a community that lies between North Gosford and Narara.

Our diverse school population of 3 students includes 15% with Aboriginal heritage and 12% with non-English speaking backgrounds. Our thirteen mainstream classes are organised into both year groups and stage groups with our 3 special education classes catering for students with mild- to moderate- intellectual disabilities or autism.

Wyoming Public School has a dedicated staff and an excellent reputation for enabling students to achieve their individual personal best through the implementation of programs that reflect quality teaching and learning. These include Language, Learning and Literacy (L3), Focus on Reading (FoR) and Seven Steps to Writing Success.

We are proud to be part of the Early Action for Success (Phase 2) program. The employment of a full-time and part-time Deputy Principal Instructional Leader has enabled a continued focus on high quality professional learning in literacy and numeracy and achieved excellence in data analysis.

Wyoming Public School has well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2020 and beyond we look forward to maintaining strong ties with the Coinda Local Aboriginal Education Consultative Group (AECG).

The school receives School Based Allocation Resource (SBAR) funding for Aboriginal Education, socio-economic backgrounds, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers.

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	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	Sustaining and Growing

Analysis of the School Excellence Framework Self Assessment Survey in 2020 found all areas previously ranked as Excelling now sitting in the Sustaining and Growing category (Learning Culture, Wellbeing, Assessment, Effective classroom practice, Educational leadership and School resources). Reasons for this include the significant loss of teaching and learning time due to COVID-19, and a high change over of staff, with 6 class teachers joining us throughout the year.

Restrictions on conducting professional learning has resulted in reduced collegiality. A clear focus is required to support the fluidity of educational programs K-6 as inconsistency is seen in internal data when comparing K-4 and 5-6. A limited amount of external data is available in 2020 to further triangulate these results.

All areas of community involvement will require significant attention in 2021, in line with the relaxing of COVID-19 restrictions.

Strategic Direction 1

Quality Systems

Purpose

To embed effective, concise and sustainable quality systems that maximise the efficiency of processes through establishing clear, reliable, defined roles and procedures

School Excellence Framework Links:

Learning Domain - Learning Culture; Wellbeing; Reporting

Teaching Domain - Data Skills and Use; Professional Standards; Learning and Development

Leading Domain - Educational Leadership; School Planning, Implementation and Reporting; Management Practices and Processes

Improvement Measures

Increase teacher rating on the "School leaders leading improvement and change" domain of the *Tell Them From Me* survey to above 90% (agree or strongly agree) from 68% (2017)

Increase teacher response rate on the *People Matter* survey to above 80% from 47% (2017). Combined Teacher ranking of "strongly agree" and "agree" within the domain of communication to be above 80 from 53 (2017)

Progress towards achieving improvement measures

Process 1: Support Systems

Review and implement school wide systems of support including induction, supervision, accreditation and wellbeing

Evaluation	Funds Expended (Resources)
Systems of support have been reviewed with processes in place to support the induction and supervision of staff. Ongoing review is required around accreditation processes to ensure teachers are consistent in their efforts to register hours on eTAMS and meet all professional learning requirements of the new 2021 policy.	Casual Release

Process 2: Professional Practice

Deliver professional learning that is relevant, evidence based and offers feedback to build capabilities as learners, teachers and leaders

Evaluation	Funds Expended (Resources)
Throughout 2020, in-school professional learning was dedicated to the Seven Steps for Writing Success pedagogies. Unfortunately staff were unable to complete all modules due to COVID-19 restrictions. This will be revisited in 2021 as external face to face training becomes available. In Term 4 2020, the school conducted a situational analysis that concluded students were not flexible in their understanding of numbers and continued to hold onto one inefficient strategy to find the answer to number questions throughout their schooling. As a result, during 2021 all staff will participate in professional learning on the Big Ideas concepts of mathematics (Professor Di Siemann).	Course Fees Casual Release Resources

Process 3: Teacher Connection

Progress towards achieving improvement measures

Process 3: Create systems and build a culture which fosters distributive leadership

Evaluation	Funds Expended (Resources)
<p>The formation of strategic direction teams provided all staff with leadership opportunities across the school. Unfortunately, due to COVID-19 restrictions many planned activities were unable to proceed.</p> <p>In Term 4 the School Evaluation Committee was formed. Members included the Principal, executive and classroom teachers. This committees' role was to complete an extensive Situational Analysis to inform focus areas for the 2021-2024 school plan.</p> <p>The following areas were selected:</p> <ol style="list-style-type: none">1- Increase the number of students at or above the Top 2 Bands in NAPLAN Writing and Numeracy through the use of consistent and concise data collection used to drive explicit teaching.2- Building a sense of belonging among students and community3- Building Capacity <p>Community consultation on the draft strategic directions and school vision will occur in Term 1 with the School Improvement Plan to be endorsed by the end of Term 1 2021.</p>	

Strategic Direction 2

Empowered Futures

Purpose

To create a learning environment where strong partnerships inspire all families and teachers to have high expectations for student development supporting them to become confident, creative and resilient global citizens who are ready to transition to high school and beyond.

School Excellence Framework Links:

Learning Domain - Learning Culture; Wellbeing; Curriculum; Assessment; Reporting

Teaching Domain - Effective Classroom Practice; Data Skills and Use

Leading Domain - Educational Leadership; Management Practices and Processes

Improvement Measures

Increase family rating in the "Parents Are Informed" domain of the *Tell Them From Me* survey to at least 9.0 from 7.7 (2017)

Increase student rating in the "Effective learning time" driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.6 (2017)

Increase student rating in the "Rigour" driver of student outcomes within the *Tell Them From Me* survey to at least 9.0 from 8.7 (2017)

Progress towards achieving improvement measures

Process 1: *Student Pathways*

Scaffold students to build their ability to set goals and reflect on their learning

Evaluation	Funds Expended (Resources)
Students and parents were invited to be part of goal setting meetings early in Term 1. Unfortunately, due to students learning from home during March, April and May and the ongoing COVID-19 restrictions, this process did not continue into Terms 2-4.	Casual Release

Process 2: *Connecting with Families*

Strengthen engagement with families in a positive and responsive environment around educational programs

Evaluation	Funds Expended (Resources)
Unfortunately, due to COVID-19 restrictions the only school community event held was the Welcome BBQ and Open Classrooms during early in Term 1.	Casual Release
Parent Interviews were able to proceed (see strategic direction 1) and a limited number of parents able to celebrate their child's academic and social achievements through attending our COVID safe end of year presentation.	Hospitalities

Strategic Direction 3

Excellence in Teaching and Learning

Purpose

To create opportunities to develop and share exemplary classroom practice and embed the process of peer collaboration with a focus on future focused student progress

School Excellence Framework Links:

Learning Domain - Learning Culture; Wellbeing; Curriculum; Assessment; Reporting; Student Performance Measures

Teaching Domain - Effective Classroom Practice; Data Skills and Use; Learning and Development

Leading - Educational Leadership; School Resources

Improvement Measures

Increase teacher rated domains of "Learning Culture"; "Collaboration" and "Data informs Practice" of the *Tell Them From Me* survey to higher than NSW Government norms (baseline 2017: 8.0; 7.8; 7.8) and at least 9.0 from 8.2; 8.1; 8.2 (2017)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Reading (Year 3 30% to 40%; Year 5 15% to 30%; Year 7 19% to 25%) by 2020 (baseline 2017 NAPLAN)

In line with the state priority an increase in the percentage of Year 3, 5 and 7 students in the two top bands for NAPLAN Numeracy (Year 3 19% to 30%; Year 5 10% to 25%; Year 7 30% to 35%) by 2020 (baseline 2017 NAPLAN)

Progress towards achieving improvement measures

Process 1: Professional Practice

Share and promote high quality teaching practices and collegial critical reflections

Evaluation	Funds Expended (Resources)
Unfortunately, staff participation in Quality Teaching Round was unable to proceed in 2020 due to COVID-19 restrictions. This will be revisited in 2021.	

Process 2: Collaboration

Strengthen the use of a range of assessment practices to monitor student learning, identify areas of need and inform targeted teaching

Evaluation	Funds Expended (Resources)
The curriculum strategic direction team conducted a review of all formative and summative assessments used across the school. As part of this process, it was revealed that due to a lack of available external data sources, we were unable to triangulate results. In response, during 2021 the school will purchase and conduct the Progressive Achievement Test on students in Years 2-6. This will lead to further refinements to assessment practices as the year progresses.	Casual Release Resources

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer Salary Resources	A key feature of our support for students with Aboriginal heritage is the employment of an Aboriginal Education Officer. While our full program of cultural activities were unable run due to COVID-19 restrictions, small gatherings of students were arranged during student breaks. The Aboriginal Education Officer also provided extensive support to staff for planning the inclusion of cultural perspectives in teaching and learning programs. Our 2021 staffing will also include the employment of a Teacher Aboriginal Programs to enable further support of our Personalised Learning Pathway processes.
English language proficiency	School Learning Support Officer wages Casual Release	In 2020, students with a background other than English who required additional support were plotted on the EALD learning progressions and case managed through our Learning Support Team.
Low level adjustment for disability	Learning and Support Teacher salaries School Learning Support Officer Salaries Casual Release Resources	In 2020, students with low level disabilities were supported through our Learning and Support Teacher programs. This included intensive support to individual and small groups of students as well as providing advice to teachers on the development of Individual Learning Plans.
Quality Teaching, Successful Students (QTSS)		See strategic direction 3 - Excellence in Teaching and Learning
Socio-economic background	Assistant Principal Community salaries Headstart Teacher salaries School Learning Support Officer salaries Resources	Our very successful Headstart transition was unable to proceed for much of the year due to COVID-19 restrictions. A greatly reduced program was offered late in Term 4 with parent communication occurring via class dojo. As the mental health implications of COVID-19 restrictions became increasingly evident in the second half of the year, an Assistant Principal was released from teaching duties to enable case management and support. This was a highly successful strategy for families and students and will continue into 2021.
Support for beginning teachers		See Strategic Direction 1 - Support Systems

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	168	174	187	193
Girls	178	189	186	188

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.2	93.6	92.4	94
1	94.2	92.4	91.2	92.9
2	92.6	94.2	92.6	92.5
3	93.1	92.8	93.9	92
4	95	91.7	93.5	93.6
5	94.3	92.3	92.6	93.4
6	92	90.4	93.8	91.6
All Years	93.8	92.6	92.8	92.8
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)	4
Classroom Teacher(s)	17.45
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

*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	544,755
Revenue	5,224,240
Appropriation	5,129,113
Sale of Goods and Services	6,697
Grants and contributions	88,210
Investment income	219
Expenses	-5,232,138
Employee related	-4,822,248
Operating expenses	-409,889
Surplus / deficit for the year	-7,898
Closing Balance	536,857

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	103,154
Equity Total	627,141
Equity - Aboriginal	76,264
Equity - Socio-economic	399,720
Equity - Language	19,689
Equity - Disability	131,468
Base Total	3,166,940
Base - Per Capita	96,740
Base - Location	0
Base - Other	3,070,200
Other Total	822,811
Grand Total	4,720,046

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

Despite the school implementing strategies to encourage parent participation in the Tell Them From Me Survey the rates declines to a level which has no longer made the information significant.

In 2020 a school-devised parent survey was distributed which achieved a response rate of 108.

Responses were overwhelmingly positive regarding students needs being catered for within classrooms and teachers expectations of students. An area identified by parents to be further investigated was parents being more frequently informed of activities that their child was participating in at school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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.