Wyong Public School
Annual School Report 2014
School context statement
Wyong Public School is a community school that has received funding in 2014 under the National Partnerships Low SES program and the Priority Schools Program. The mobility rate is considered to be relatively high and remains so from year to year. This program will cease in 2015, and all funds come under the resource allocation model, which will include funding for low-socio economic status, aboriginal education and English as an additional language.

Student enrolment increased steadily throughout 2014 to 500 students. Students are predominantly from Anglo -Australian backgrounds but there are an increasing number of students representing a range of non-English speaking backgrounds (6%). The percentage of students identifying as being of Aboriginal or Torres Strait Islander background is 17%. The school is part of the local AECG, and Learning Community of schools.

Our students regularly compete in sporting, debating, public speaking, chess, and a range of creative arts programs within our school in the broader region.

P and C Report
2014 started with a new team on our P and C.
I would like to thank them for their time and effort this year. We were in a rebuilding year. We held our Easter egg raffle, mothers and father’s day stalls which were well attended. We also secured a $30000 grant which we will see the benefits of later this year.
We also put our canteen to tender so that we could concentrate on the important business, our kids. The new owners have provided a new dimension to the school.
We are looking forward to working with the school in 2015 and providing opportunities for fun.

Kellie Gentle
P and C President.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

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Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0.84</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.962</td>
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<tr>
<td>Total</td>
<td>30.002</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.
**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
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**Professional learning and teacher accreditation**

The school conducts teacher professional learning (TPL) in accordance with the specified priorities identified in the school management plan.

The school had three teachers maintaining accreditation at Professional Competence level and four working towards certification at the Proficient Teacher level. Two teachers were accredited at Professional Competence and one was accredited at Highly Accomplished. Funding was provided for professional learning in areas such as L3, Reading Recovery, Aboriginal Education, Technology (Edu Tech Conference), Accelerated Literacy, mathematics, Targeting Early Numeracy program, Quality Teaching, integrating technology into teaching and learning, 8 Ways Aboriginal Teaching and Learning, student wellbeing and compliance training for workplace health and safety.

TPL was delivered by the Highly Accomplished Teacher (HAT), Principal and other executive staff to increase capacity: mandatory areas of school policy; analysis of SMART; the use of Literacy and Numeracy continuums; the implementation of literacy groups and differentiating learning within literacy and numeracy programs; digital programming and the inclusion of modelled, guided and independent reading and writing in a balanced literacy program.

School Development Days included a combined Local Management Group day that featured engagement and Connections through the Technology Education Plan. Other staff development days for all staff included Target Team presentations about the key priorities from the 2013-2014 School Plan and leadership development opportunities.

Planning days for all classroom teachers were organised by stage groups. Teachers collaborated to develop integrated teaching units that included rich assessment tasks. The executive staff delivered planning days that focused on data analysis and identifying teaching foci. Five staff members attended the Edutech Conference in Brisbane to develop the integration of ICT and Quality Teaching Framework into teaching and learning. The HAT participated in the State conferences and Video Conferences for Highly Accomplished Teachers.

In terms 1-3 the school trialled an innovative mentoring program called ‘1 in 20’. All classroom teachers participated and this included personal professional goal setting, team teaching, lesson observations and extensive sharing of resources.

**Beginning Teachers**

We had one beginning teacher who received a variety of professional learning in school and externally to support her teaching and learning; and also some mentoring by experience staff (executive). This staff member will continue received and work towards her education goals in 2015 through the utilization of professional learning funds.

**Financial summary**

*This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.*
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 5 – Numeracy

Other achievements

Significant programs and initiatives – Sport
In an increasingly busy schedule, sport has continued to play an important role in the lives of the students of Wyong Public School.

All students were given the opportunity to experience and participate in as many sports as possible this year. It is the school’s aim to provide physical education as an integrated part of our everyday school lives. Daily fitness is provided by our classroom teachers to ensure all students are provided with a physical outlet. Research shows that there is a definitive relationship between health, fitness and improvements in concentration within the classroom.

Upon returning to the classroom, most classes allow a dedicated ‘fruit break’ which encourages students to eat healthily by considering the nutritional value of the food they bring to school.

Once again this year we provided After School Sport one afternoon a week. This program is designed to teach students to play games that are skilful and fun. It also preaches sportsmanship and teamwork.

This School Swim Scheme was offered again this year. It saw 60 students from years 2 to 6 travel to Toukley Indoor Aquatic Centre to participate in this potential life improving program. Swim Scheme is provided by the Department free of charge. It is an intensive learn to swim program which develops water confidence, water safety and survival. It is hoped that the flow on effect from a school perspective will be an increase in the number of participants in our school swimming carnival.

This year we participated in the Premiers Sporting Challenge. The PSC is a state wide initiative run in partnership between the DEC and the NSW Premiers office. The goal is simple. Get kids involved in physical activity.

Our school enters teams in the state knockout competitions and this year 13 teams represented our school.

The school swimming carnival was held at Wyong Olympic Pool where we once again witnessed a high level of student participating and parent support.

Our Athletics Carnival was held at Wyong High School for the second year in a row. This allowed the Year 9 Sports Class to assist our teachers in the running of the events. The students had a terrific time and they loved seeing their older siblings and friends come down to support the competition.

From our swimming carnival, 32 students went on to represent our school at Tuggerah Lakes Zone and 6 of these students went on to represent Tuggerah Lakes Zone at the Sydney North Carnival. From this meet, one of our students gained Sydney North representative honours at the PSSA State carnival.

From our Athletics Carnival, 61 students represented our school at the Tuggerah Lakes carnival. Of these, 5 students went on to the Sydney North Carnival at Homebush.

In Cross Country we sent 64 students to age groups 8yrs to 12yrs to the Tuggerah Lakes Zone Meet. 10 of these competitors ran well enough to qualify in the zone team to run at the Sydney North Carnival.

All students who represented our school deserve nothing but praise for their attitudes and their performance. House points have been very close this year with each house working hard to earn points. The winners of the carnivals were Swimming- Kookaburra, Cross-Country- Koala, Athletics- Kookaburra. The winning house overall was Kookaburra.

Multicultural and Anti-Racism education

In 2014 Wyong Public School employed practices to ensure departmental policy was followed. Teaching programs were checked for cultural inclusivity and maintained a strong focus on developing understandings of differences by explicitly teaching about racism and discrimination. Programs were differentiated to meet the needs of our students.

The school has two Anti-Racism Contact Officers (ARCOs) with current training. All staff were directed as to the appropriate procedure to respond to any incident of racism in the school.

A day of activities was conducted to recognize Harmony Day. Parents and students of various nationalities shared their culture and experiences with all students and staff.
Significant programs and initiatives – equity funding

Aboriginal background & Education

In 2014 we had 90 Aboriginal students enrolled at Wyong Public School. We acknowledge the Traditional Custodians of the land and pay respect to the Elders past, present and future at assemblies, meetings and special occasions. The school’s Management Plan incorporates Aboriginal Education as a priority area within the Inclusive School Community Annual Plan.

The school employs an Aboriginal Education Officer, an Aboriginal Student Learning Support Officer and Norta Norta Tutor. We actively participate in the Ngara Aboriginal Education Consultative Group with parents and community.

In 2014 we had 3 students in the Opportunity Class, 3 Parliamentarians and 10 S3 Aboriginal leaders in sport, Leadership and Public Speaking Programs. Aboriginal students were represented at school Presentation Days, Wyong High School Aboriginal Assembly of Excellence, WLC Showcase, the Coral festival, school and Koori Choir, Starstruck, Dance groups, representative sporting teams, Young Black & Ready for school Program, ALOP, Otitis Media and Leap into Learning Programs.

NAIDOC Week, Apology Day, Sorry Day, Harmony Day, Reconciliation Week were acknowledged and celebrated with parents and community involvement in assemblies and through student engagement. Aboriginal Cultural Performances, Aboriginal sport and Career Expo with Wollotuka University were held with community inclusion.

A high level of commitment in improving academic performance for Targeted Aboriginal students by LAST support, Reading Recovery, TEN, L3 and Accelerated Literacy programs. The outcome being a number of students successfully placed in the Opportunity Class, selective high schools and the Yearning for learning classes. All students have Personalised Learning Plans developed in partnership with the student’s teachers and their families.

Stage 2 and Stage 3 girls participated in Net Set Go a program developed by Netball NSW.

Koori parents and Caregivers of Koori children BIC Aboriginal Leadership and Career Programs were successful for the Aboriginal and non-Aboriginal parents and community.

Robin Whitehouse and Jeanelle Bundy presented to schools across the Region effective strategies, evaluation measures and working with parents and community.

Parents, Community and Staff looked at Aboriginal Programs at Wyong Public School.

YAAMA FESTIVAL Aboriginal and non-Aboriginal students performed in Dance, Koori Choir and KB performed Aunty Wendy’s Mob Songs.

Dave Lardner Aboriginal Education Consultant incorporated Science with an Aboriginal perspective for our S2 and S3 students.

Aboriginal Cultural days are held with Acknowledgement of Country, Flag Raising, Choir and Didgeridoo performances, Elders, Aboriginal Dance performance, Guests Speakers, parents and community.

We have Aboriginal parents and grandparents working in the classrooms, canteen, breakfast club and school programs.
Jeanelle Bundy Aboriginal Education Officer

**Socio-economic background**
The school was supported in 2014 by the National Partnership Low SES program and a number of programs were implemented to support and enhance student learning in Literacy, Numeracy and 21st Century learning and to engage the community in learning programs.

- Extended transition to school program supported students, families & teachers by recognising student individual needs & providing vital early intervention to meet student needs prior to school entry.
- 1 in 10 mentoring program delivered teacher professional learning that increased teacher capacity and built leadership using the expertise of the Executive Staff.
- The community engagement officer built relationships with businesses and organisations in the wider community to provide mentoring opportunities for targeted students and to facilitate volunteer support for classroom programs.
- A family liaison officer work closely with families and facilitated connections between families and internal & external support agencies.
- The HAT facilitated ongoing teacher professional learning in Accelerated Literacy and Running
Records, implemented Targeted Early Numeracy, analysed, recorded and responded to student data, utilising the learning continuums to track student progress, differentiated the mathematics curriculum and implementing the NSW English Syllabus for the Australian Curriculum.

- A school engagement officer supported students through their transition into the school from other schools, including into the Opportunity Class, and conducted the PIP attendance program.

English language proficiency
We promoted the diversity in our school community with students, staff and parents, as well as promoting inclusivity. Adopting the philosophy that ‘everyone belongs’ we took a whole school initiative in celebrating ‘Harmony Day’. PBL is the cornerstone of our student welfare programs and the values of respect, responsibility and excellence are known, understood and discussed regularly.

Our EAL/D New Arrivals program operated 1 day per week and supported 9 students from Kindergarten to Year 6. It offered small withdrawal groups for students who required intensive English lessons and consisted of a majority of phase E (Emerging) students and a decreasing number of phase B (Beginning) and D (Developing) students. Our EAL/D student population gradually increased to 4%.

Low Level Adjustment for Disability
In an attempt to address the learning needs of students who have low level disabilities, our school has taken an inclusive approach to meet individual student needs. Strategies employed are as follows:

- Employed a Family Liaison Officer three days per week to liaise with families and connect them to both internal and external agencies to meet the complex needs of students.
- Utilised the Continuum and PLAN to identify and differentiate the diverse learning needs of students in literacy and numeracy.
- Employed 4 School Learning Support Officers to support the additional learning needs of students and enhance student access to a wider range of curriculum learning experiences through the use of technology.
- Accessed funding through Families First to employ a Speech Therapist to assess the Speech and Language needs of Early Stage 1 students and provide ongoing speech therapy sessions at school and provide both home and school based speech therapy programs for individual students.
- Learning and Support Teachers implemented intensive programs across K-6 to improve the literacy and numeracy capacity of students. They access professional learning through attending Learning and Support Teacher Network meetings.
- Underwent capital works to improve wheelchair access for students with physical needs. This included the installation of ramps and access to toilet facilities.
- All staff undertook professional development in the following areas: Anaphylaxis, e-emergency, CPR and Diabetes. Thus ensuring that we meet the health and welfare needs of all students.
- Effectively revised the operation of the Learning Support Team to focus on students with complex needs. Ensuring that all staff accessed training in the use of SALM to conduct LST referrals.
- Employed a Student Welfare Worker to work cohesively with all staff to promote the inclusion of students with additional learning and behavioural needs. This encompassed accessing funding to purchase resources to use directly with students and to access professional development for staff.

School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The surveying of staff, students and families;
- Discussions at P&C meetings; and
• In depth analysis by the executive and teaching staff of the School plan at Target Meetings each term.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Increased levels of overall literacy and numeracy achievement in line with State and Regional Levels

Evidence of achievement of outcomes in 2014:

- 1/3 of Year 5 students scored in the top two bands in reading in 2014. Year 5 students exceeded the state average in reading.
- Year 5 students exceeded the state average in the top band for Numeracy in 2014.
- 20% of Aboriginal students achieved the top two bands in reading and 10% in Numeracy in 2014.

Strategies to achieve these outcomes include:

Revise-

- Teacher professional learning.
- Literacy and Numeracy
- Implement strategies for 21st Century learning

Resourcing

- Ensure resources effectively align with school and stage priorities.

Syllabus

- Implement the NSW English Syllabus for the Australian Curriculum.
- Prepare for the implementation of the NSW Mathematics Syllabus for the Australian Curriculum.

TPL

- Provide TPL in the following:
  - AL/ Guided reading(review)
  - PLAN literacy/numeracy
  - Responding to data
  - Consistent teacher judgement
  - Program Builder to develop quality numeracy programs.
  - Running records
  - 8 Ways
  - 5 C’s
  - ICT
  - Provide differentiated TPL to align with individual teacher professional goals.

Collaborative Planning

- Provide opportunities for collaborative planning and teaching; staff time once per term and 1:20 for mentor time; class supervision; peer modelling and feedback

Class Structures

- Form classes targeted to meet the specific needs of individual students. (Y4L, T4L & targeted reading classes).

Homework

- Review and refine the schools homework policy.

School priority 2

Student creativity

Opportunities for creative expression are evident in all areas of the school’s curriculum.

Evidence of achievement of outcomes in 2014:

- 100% of English, mathematics and integrated teaching units included opportunities for creative expression and problem solving.
- There was an increase by 20% in the number of students participating in choir, string ensemble and school band.
- 100% of students involved in school musicals (K-2; 3-6).

School priority 3

Inclusive School Community

Student achievement is enhanced through the application of school policies, programs and practices that are genuinely inclusive of all.

Evidence of Achievement of outcomes in 2014

- The whole day attendance rate has decreased to 92% in 2014.
- The average part day absence rate has remained at 4 per day
- There was an increase of available programs run through the SACC; and careers day involvement of local and regional businesses increased in participation.

Strategies to achieve these outcomes include:

Strategies to achieve these outcomes in 2014:

Aboriginal Professional

- Employ an Aboriginal Professional with dedicated role to use PIP program and engage with Aboriginal community.
PLP
- Review the PLP process, to include a 3 way conference at the beginning of 1st and 2nd semester.
- Ensure PLP’s are in place within 2 weeks of a new enrolment.

Community
- Engage the Aboriginal community in projects within the school, including the implementation of ‘The 8 Ways Of Learning’ in class teachers’ programs, the Bush Tucker Garden and ‘Yarning’ sessions.

School Structures
- Implement a new governance model that facilitates community partnership.

Community Engagement Officer
- Extend the focus of this position to build relationships with more organisations beyond the school for mentoring and students learning support.
- Provide learning opportunities for parents through the parenting component of the Leap Into Learning program.
- Conduct classroom connector program across the school.
- Establish an internet café to facilitate parent access to the school’s online communication.

Communication
- Enhance the work of the school promotion and communication team by integrating technology solutions into current practices.

Homework Hub
- Modify the structure of this facility to build in training for parents to increase their capacity to support their students with homework.

Community Events
- Continue to provide opportunities for parent and the wider community to participate in school events. Eg. NAIDOC, Harmony Day, Careers Expo and Sorry Day.

Volunteers Programs
- Review and refine the Give a Little Bit program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

In 2014 well sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

Overall responses to surveys and interviews indicated that the community holds the school in very high regard.

There are high levels of satisfaction with programs and practices within the school and with the school’s willingness to engage in innovation and renewal.

In 2014 the school continued with the implementation of learning continuums in literacy and numeracy across the school from Early Stage 1 to Stage 3. Staff overwhelmingly supported this program, indicating that it helped them to better differentiate the curriculum for the individual needs of students. Students also said that they believe the continuums help them to monitor their own progress and identify areas they need to work on. Students spoke about their enjoyment of attending Wyong; some mentioned the learning opportunities offered and also their need to continually be extended in learning. The school also performed two talented and well organised school plays; K-2 and 3-6 which was very well received and involved all of the students.

Teachers were also allocated time to manage student data. They expressed high levels of satisfaction with this approach.

The Personalized Learning Plan continued to be seen by all stakeholders as a valuable strategy. Teachers, students and parents felt that the PLP gave students a clear understanding about their learning goals and how to achieve them.

Parents surveyed responded that they found the school’s Leap into Learning (transition to Kindergarten) program very effective in preparing their children for school and equipping them to support their students’ learning at home. There were also high levels of satisfaction with the parent education sessions that were conducted by the Community Engagement Officer. School opportunities and programs were also mentioned as a positive for the school (creative arts, technology and some sporting gala days). The SACC also received praise for the variety of parental and community courses available and the opportunities for parents to meet and gain valuable skills and network.

Students surveyed through the Quality of School Life and focus group discussions indicated that they regard the school and their teachers very highly. Students also
mentioned the caring approach of the staff and also willingness to listen. We had a small amount of students who expressed a need for more social skills programs and sporting programs (skills based) to be introduced. Students who are involved in creative arts programs also mentioned their appreciation of the school opportunities in this area.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

**Todd Miladinovic – Principal**

**Victoria Arnot – Assistant Principal**

**Craig Kember – Assistant Principal**

**Anne Stretton – Assistant Principal**

**Georgina Bacon – Assistant Principal**

**Joanne Talbot – School Admin. Manager**

**Nathan Adams – Business Manager**

**Dwayne Wilkes – General Assistant**

**Helen Tremble – Community Engagement Officer**

**Jeanelle Bundy – Aboriginal Engagement Officer**

**Kellie Gentle – P & C President**

**Mark McGuiness – Teacher**

**Kylie Adams - Teacher**

**Holly Lane - Teacher**

**Rachel Garland - Teacher**

**Bronwyn Bishop - Teacher**

**Gary Ruzgas – Peer reviewed (Principal Richmond PS)**

**David Brent - Teacher**

School contact information

Wyong Public School
Cutler Drive, Wyong NSW 2259
Ph - 43 52 2077; Fax - 43 51 2885

Email: wyong-p.school@det.nsw.edu.au

Web: www.wyong-p.schools.nsw.edu.au

School Code: 3527

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

http://www.schoo...