

2020 Annual Report

Wyee Public School



3522

Introduction

The Annual Report for 2020 is provided to the community of Wyee 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

Wyee Public School, in partnership with the community, is committed to providing individualised learning and supporting student wellbeing in order to build resilient students, inspired to reach their potential in a complex and dynamic world.

School context

Wyee Public School opened in 1879. It now has an enrolment of 209 students in 9 classes, including 31 Aboriginal students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. The school prides itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our 5 partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji-Marru Aboriginal Education Consultative Group and the local pre-school. Parents are engaged in their children's learning and actively participate in a wide range of school activities across all aspects of school life.

Our school delivers a range of evidence-based teaching and learning practices. We have been an Early Action for Success school since 2017, with an Instructional Leader appointed to oversee the academic progress of all students K-2. In 2018, we introduced a Curriculum Leader who oversees the progress of each student in Years 3-6. Teachers regularly engage in Data Talks with IL, CL and LaSTs, working collaboratively to ensure targeted intervention programs are successful. In 2019, we implemented a collaborative approach to delivering ongoing professional learning to staff. Every fortnight, staff have two hours to work with their colleagues on an identified school focus area. In this time they review current research, plan how they will trial approaches in the classroom, share the successes throughout the implementation and reflect on the impact these new approaches have on student outcomes. This approach fosters a culture of continual improvement.

Wyee PS students have access to a range of extra-curricular activities including sport, choir, dance, public speaking, debating, an environmental group, Aboriginal cultural groups and GATS programs. Innovative ICT opportunities are provided across the school. A range of interest activities take place each lunch and recess break to engage a range of students.

We are a PBL school and readily promote our 3 school expectations of being Safe, Respectful and Engaged.

We have an active P&C and close ties with local businesses who support the school and our students.



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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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

Strategic Direction 1

Quality Learning Environment: for all students, at all times

Purpose

Students engaging in rich learning experiences, tailored to their needs, will develop foundation skills in literacy and numeracy and the vital skills required to be responsible citizens and flourish now and in the future.

Improvement Measures

* Increase the percentage of students across the school with attendance rates at or above 94%.

* Student TTFM surveys show an increase in school scores to equal or meet the NSW Govt Norm in the areas of 'Students with a positive sense of belonging', 'Positive Behaviour at school' and 'Positive learning climate'

* Increase in the % of students in the top 2 NAPLAN bands in Year 3 and 5 NAPLAN in Reading, Writing and Numeracy.

Progress towards achieving improvement measures

Process 1: Learning Transitions

The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.

Evaluation	Funds Expended (Resources)
<p>Our digital Kindergarten orientation program was well received by our parents. As staff we also saw the value in the program as both parents were able to receive the information at a time that suits them and they are also able to re-watch important videos to ensure they have all the understanding. Being able to start this communication between home and school prior to the students starting school has been invaluable.</p> <p>Unfortunately due to COVID many of our high school transition activities were not able to go ahead. Our students did get to attend some activities and students requiring additional transition did receive it. The high school staff were able to visit our students regularly throughout the year and bring the high school to us which was successful and has got the students excited about 2021.</p> <p>Home-schooling during the COVID pandemic allowed classroom teachers and parents to become more connected via Seesaw. This connection has been maintained during the second half of the year with many more parents engaging in Seesaw in 2020 than previous years. Unfortunately the face to face contact has decreased and this has had an affect on the face to face collaboration between parents and staff.</p> <p>Teachers prepared extensive transition packs to pass on to 2021 teachers to ensure that every teacher has some knowledge and understanding of each and every student prior to commencing the new school year.</p>	<p>Teacher release for collaborative discussions and sharing of transition information - \$2000</p> <p>Resources purchased for kindergarten orientation packs - \$300</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$2300.00)

Process 2: Wellbeing

Whole school wellbeing processes will be implemented across the school.

Evaluation	Funds Expended (Resources)
<p>PBL is embedded into teaching and learning programs and each weekly focus is conveyed to the community via the school Facebook page and Seesaw app. Dojo Points continue to be the whole school positive reward system. On average 10% of all Dojo Points rewarded are for students who</p>	<p>AP released off class to support student behaviour and wellbeing - 0.722 FTE RFF & QTSS plus 0.078 Equity (\$8532)</p>

Progress towards achieving improvement measures

display Outstanding classroom behaviour, with 18.6% of all Dojo Points rewarded being for students who display Role Model behaviour in the classroom. Further monitoring of specific Dojo Points will need to continue in 2021, such as playground points, as these points are not being awarded as regularly as they should only making up 0.4% of points.

TTFM data shows that over the three years on average 82% of students have positive relationships, which is close to the government norm of 85%. Students with a positive sense on belonging is significantly lower on average than the government norm with 65% of students having a positive sense of belonging compared to the government norm of 81%. On average 81% of students felt that positive teacher student relationships exist which is very close to the government norm of 84%.

An SRC survey showed students enjoyed working on PBL focuses and expectations, monitoring the Buddy Benches, wearing their badges, organising events and sharing information with their classes. In 2021 they would like to have some meetings outside.

Reward Day and mid term rewards each term - \$2900

Peer Support - Resources and membership - \$440

Funding Sources:

- Socio-economic background (\$11872.00)
- Quality Teaching, Successful Students (QTSS) (\$39400.00)

Process 3: Assessment

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning.

Evaluation	Funds Expended (Resources)
<p>Extensive assessment schedule developed and communicated to all staff K-6.</p> <p>Internal and external assessments are used on a regular basis to drive teaching programs and intervention programs.</p> <p>Staff surveys showed teaching staff feel we have a reliable K-6 assessment process embedded across the school.</p> <p>2020 Check-in assessment data showed:</p> <ul style="list-style-type: none"> • Year 3 Reading results - well above SSSG and close to state. Therefore, we are confident we have made shift with some students from the middle bands into the top 2 bands. • Year 3 Numeracy results - above state and SSSG. • Year 5 Reading results - above SSSG but below state. • Year 5 Numeracy results - above SSSG and only 3.4% off state. 	<p>3 x casuals to release staff to administer the Place Value Assessment - \$1500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$1500.00)

Strategic Direction 2

Quality Teaching: every classroom, every day

Purpose

Quality teaching using data, evidence-based teaching strategies and staff working collaboratively will build teacher capacity to improve student outcomes.

Improvement Measures

- * Increase % of students achieving 'equal to or greater than expected growth' in Year 5 NAPLAN Reading and Numeracy
- * Increase % of students achieving 'equal to or greater than expected growth' in Year 7 NAPLAN Reading and Numeracy
- * TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback' .

Progress towards achieving improvement measures

Process 1: Evidence-based Pedagogy

Provide high quality professional learning which is evidence-based and proven to impact on the quality of teaching to improve practice.

Evaluation	Funds Expended (Resources)
<p>Staff were provided with a range of professional learning opportunities throughout the year:</p> <p>Writing - packing the noun group, theme position.</p> <p>Mathematics - subitising, using graphics in Mathematics, place value: horizon knowledge, syllabus and progressions.</p> <p>Teaching staff engaged in high impact professional learning opportunities through teaching sprints. Staff successfully completed teaching sprints around vocabulary and place value.</p> <p>Evidence-based teaching strategies are evident in all teaching programs and observable in every classroom.</p> <p>A major focus has been around place value and teachers working collaboratively to develop learning activities to support the teaching of place value in the classroom and setting up systems for SLSO intervention support.</p> <p>Staff were surveyed at the beginning of Term 3 and at the end of Term 4. The following shifts were seen</p> <p>Pre/Post - 8.3% to 100% of staff agreed with I feel confident when teaching place value concepts to my students</p> <p>Pre/Post - 25 % to 100% of staff agreed with I understand how students place value knowledge should build from K-6 (horizon knowledge)</p> <p>Pre/Post - 25% to 100% of staff agreed with When teaching place value, I have a range of strategies I can use</p> <p>Pre/Post - 17% to 91% of staff agreed with When assessing place value, I have a range of tools I can use</p> <p>Pre/Post - 33.3% to 91.9% of staff agreed with When planning lessons on</p>	<p>Casual days to release staff for Professional Learning - 3 x days = \$1500</p>

Progress towards achieving improvement measures

place value, I feel confident to differentiate the lessons and meet the needs of all my students

Pre/Post - 41.7% to 90.9% of staff agreed with I use some of my SLSO intervention time to build student knowledge in place value.

Process 2: School-wide Data Systems

Utilise school-wide data systems and practices to track and monitor student progress and inform teaching.

Evaluation	Funds Expended (Resources)
<p>Throughout the year we have established collaborative practices with a range of staff involved in a collaborative approach to improving student learning outcomes. The engagement of Sports in School Australia provided a time for a structure for collaboration to take place amongst teaching staff.</p> <p>Data talks have been an effective practice to analyse, interpret and extrapolate student data to inform teaching and interventions to meet the needs of our students. Student data in both literacy and numeracy have formed the basis of discussions between IL/CL, CT's & LaST's to ensure classroom teaching and LaST intervention is targeted to the learning needs of students and have a core focus, with place value as an example.</p> <p>As a result of this innovative collaborative approach to improving student learning, our value-added results show us as Sustaining and Growing from Years 3-5 and Excelling from K-3. Our value-added across schools has moved from 'equal' to the average school to 'above'.</p>	<p>Engagement of Sports in Schools Australia to provide teachers time for collaboration.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$30000.00)

Process 3: Collaborative Practice and Feedback

Use of explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>During 2020 we continued Teaching Sprints as a way to structure and facilitate stage collaborative planning and designing research informed practices to improve student outcomes.</p> <p>Staff work with the Instructional Leader and Curriculum leader to identify an area of focus for the sprint from data and used research to make informed decisions about pedagogical approaches. Staff deliberately practised in their classrooms with the shoulder to shoulder support of the Instructional Leader (K-2) or Curriculum Leader (3-6). Evidence collected throughout the sprint was uploaded to OneDrive. Regular check-ins provided support for the teachers to refine their practice further. During the review phase, teachers met to review the evidence and understand the impact on student learning. A Teaching Sprint impact wall was created in the staffroom to showcase their learning and celebrate their successes.</p> <p>Teachers participated in sprints around vocabulary and place value.</p> <p>The culture of continual improvement has been deepened, psychological safety amongst staff members is evident and 100% of teachers value this style of professional learning. 2020 TTFM teacher survey results showed school means of 8.8 for Collaboration, 8.1 for Data Informs Practice and 7.8 for Quality Feedback which placed us above the NSW Govt Norms of 7.8, 7.8 and 7.3 for all three areas respectively.</p> <p>Staff were surveyed and asked do they feel we have explicit systems or opportunities that facilitate 1. professional dialogue 2. collaboration 3. modelling of effective practice 4. classroom observation and 5. feedback.</p>	

Progress towards achieving improvement measures

100 % of staff felt professional dialogue was embedded

83.3% of staff felt collaboration was embedded

41.7% of staff felt modelling of classroom practice was embedded

41.7% of staff felt classroom observation was embedded

41.7% of staff felt feedback was embedded

Moving into 2021, we will try embed more of a system that allows for modelling, observation and feedback.

Strategic Direction 3

Quality Leading: high expectations, innovation and community partnerships

Purpose

Strong, strategic and effective leadership will develop a shared sense of responsibility within the whole school community for the engagement, learning, development and success of all students.

Improvement Measures

* PDP processes identify continual improvement in teacher quality and striving for improvement.

* On the Parent TTFM survey the school scores will increase to meet or exceed NSW Govt Norm in the element of 'Parents Feel Welcome'. The school mean will remain equal to or above NSW Govt Norm and in the element of 'School Supports Learning'

* Quality leadership is evident and indicated on the Teacher TTFM survey, in the area of 'Leadership' with school mean remaining above NSW Govt mean.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

School executive team supports staff to achieve high standards, improve teacher quality and develop their leadership capacities, while ensuring sustained and measurable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>Our evaluation against the SEF2 has shown significant growth in all areas since the commencement of the school plan in 2018. Some elements are not marked as excelling as we have embedded practices across the school.</p> <p>Monitoring, evaluation and review processes have been strengthened with the addition of Principal chats into the process this year. The formation of school teams responsible for components of the school plan has helped over the past 2 years to develop ownership across the school and delegate responsibility.</p> <p>As a result of our 2018-2020 school plan, staff on balance judgement against the SEF has seen us improve in six elements across the three domains of Learning, Teaching and Leading, with us now excelling in three elements. We are excelling in 31% of the themes throughout the SEF.</p>	<p>Teacher release for exec planning day - \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$500.00)

Process 2: Facilities and Technology

The physical environment is used creatively to ensure it optimises learning. Staff integrate a range of technology into lessons to support student learning.

Evaluation	Funds Expended (Resources)
<p>Throughout the year we provided students with a range of technology resources and online subscriptions.</p> <p>Classroom teachers utilised Reading Eggs, Typing Tournament and Mathseeds and Matific subscriptions.</p> <p>Code Club interest groups ran at lunchtimes each week providing opportunities to use coding and robotics resources.</p> <p>Towards the end of the year 3 sets of laptops (16 laptops in each set) and 3 charging stations were purchased for classroom access.</p>	<p>Purchase of 3 x charging stations and laptops</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Progress towards achieving improvement measures

End of year survey results from students attending Code Club found that students Years 3-6 engaged with Minecraft Education the most as it is fun and that is what their friends are playing. K-2 engaged with the coding resources the most and enjoyed using Dash, Sphero and Cosmo because they can be used in different ways.

Process 3: Community Engagement

Staff, parents and community members work collaboratively to support a culture of high expectations and measureable whole school improvement.

Evaluation	Funds Expended (Resources)
<p>Due to Covid-19 and students learning from home, there were far less opportunities for our parents to be involved at the school as parents were not allowed to enter school grounds. However, due to 'at home learning' and the regular communication between class teachers using Seesaw, the school and our families had much more community engagement from a greater spectrum of parents.</p> <p>We did have a significant return of our school based survey sent out to inform our school planning process. Eighty-five families responded to the survey which is many more than we usually receive for TTFM. We had 91.8% of our parents agree that 'parents are kept informed of school events, activities and initiatives' and 91.8% of parents stated they were 'likely' or 'very likely' to recommend Wyee PS to families entering the area. We celebrated the results of the survey as a whole staff as a way to congratulate the staff for a job well done.</p> <p>Parents and community members have continued to engage with class teachers via Seesaw for communication purposes.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing - \$26877</p> <p>Cultural Programs - \$12600</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$39 477.00) 	<p>Dhinewan mentoring programs have deepened and embedded knowledge and awareness of Aboriginal identity, culture, heritage and languages across the whole school working with all classes throughout each term. Our Aboriginal and Torres Strait Islander students performed an amazing acknowledgement of country through dance during our NAIDOC celebrations.</p> <p><i>2020 Student TTFM surveys showed 100% Aboriginal students agreed they felt good about their culture, 80% of Aboriginal students felt their teacher understood culture, the remaining 20% were neutral.</i></p> <p><i>Year 3 and 5 check in assessment data showed our Aboriginal students sitting above SSSG in reading and numeracy. Over the past 5 years the general trend of our % of Aboriginal students in the top 3 bands in Reading and Numeracy has been well above SSSG and state.</i></p> <p><i>In 2019 all our Aboriginal and Torres Strait Islander students were sitting above 85% attendance, with our average at 92.82%. 2020 attendance data is affected by COVID due to the requirement to stay home when unwell.</i></p>
Low level adjustment for disability	<p>Wages</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$103 525.00) 	<p>Employment of additional SLSOs allowed for intervention support in every class, every day.</p> <p>100% of students across the school received intervention support in some form throughout 2020.</p>
Quality Teaching, Successful Students (QTSS)	<p>Wages</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$39 400.00) 	<p>Successful teaching sprints were run around reading comprehension - visualisation K-2, vocabulary 3-6; learning intentions and success criteria and place value.</p> <p>The culture of continual improvement has been deepened, psychological safety amongst staff members is evident and 100% of teachers value this style of professional learning.</p> <p>2020 TTFM teacher survey results showed school means of 8.8 for Collaboration, 8.1 for Data Informs Practice and 7.8 for Quality Feedback which placed us above the NSW Govt Norms of 7.8, 7.8 and 7.3 for all three areas respectively.</p>
Socio-economic background	<p>Additional staffing: Additional LaST - 0.7; Top up FTE; ; Additional SLSO; RFF 0.4</p> <p>Speech Pathologist</p> <p>SISA - Terms 1, 3 and 4. No program during Term 2</p>	<p>As a result of a collaborative approach to improving students learning outcomes and individualised learning, our value-add results show us as Sustaining and Growing from years 3-5 and Excelling from K-3. Our value added across schools has moved from equal to the average school to above.</p> <p>All teaching and learning programs show</p>

Socio-economic background	<p>due to COVID.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$218 000.00) 	<p>evidence that they are adjusted to meet individual student needs, 100% of students with a disability, in Out of Home Care, Aboriginal students and students performing below the National Minimum Standard in NAPLAN have a personalised plan with goals reviewed during data talks every 5 weeks.</p> <p>2020 speech results indicating delays in speech, expressive and receptive language showed 90% of students improving to mild or normal delays in at least one area assessed. All students started the year with moderate or severe delays in at least one domain.</p>
Support for beginning teachers	<p>Casual teachers employed to release staff off class to receive mentoring and to collect and annotate evidence.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$4 177.00) 	<p>Both temporary teachers received their accreditation as Proficient Teachers.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	100	101	110	92
Girls	114	103	101	99

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.1	94.3	95.2	92.6
1	94.1	90.5	93.2	94
2	94.6	92.6	93.8	92
3	94	93.4	91.5	89.7
4	95.3	93.9	93.9	83.6
5	93.8	89.7	93.5	91.8
6	90.4	91.5	90.9	89
All Years	93.6	92.3	93.4	90.7
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)	2
Classroom Teacher(s)	8.12
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*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	434,303
Revenue	2,524,161
Appropriation	2,478,005
Sale of Goods and Services	24,638
Grants and contributions	21,208
Investment income	309
Expenses	-2,645,966
Employee related	-2,332,348
Operating expenses	-313,617
Surplus / deficit for the year	-121,804
Closing Balance	312,499

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	165,775
Equity Total	361,123
Equity - Aboriginal	39,504
Equity - Socio-economic	218,093
Equity - Language	0
Equity - Disability	103,525
Base Total	1,749,363
Base - Per Capita	50,746
Base - Location	0
Base - Other	1,698,617
Other Total	214,852
Grand Total	2,491,113

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. During 2020 students, staff and parents completed the Tell Them From Me (TTFM) surveys. Students and parents also completed internal school surveys as part of our Situational Analysis for our 2021-2024 school plan.

Parent TTFM surveys showed parents feel welcome (8.1), parents are informed (7.7), the school supports learning (8.0), the school supports positive behaviour (8.3) and we are an inclusive school (8.4). All of these school means were above the NSW Govt Norm.

Internal parent surveys showed 92.8% of parents strongly agreed or agreed that we provide a safe and happy school and 97.6% strongly agreed or agreed that all students are provided with a quality education. 100% of parents believe that Wyee PS provides essential skills in literacy and numeracy and 97.5% believe all students are catered for in their learning.

Students TTFM surveys showed students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.8) and that staff have high expectations for success (8.3).

Internal student surveys showed that 95.4% of students were able to identify at least 2 staff they could chat too if they had a problem, 34.2% stated they could chat to most staff. 77.1% of students stated their teacher knows where their learning is at and 84.4% stated that their teacher gives them support when they need it.

Teacher TTFM surveys had a school mean for leadership of 8.9, collaboration (8.8), learning culture (8.4), data informs practice (8.1), teaching strategies (8.3), Inclusive school (8.7) and parent involvement (7.5) all areas above NSW govt norm.

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.