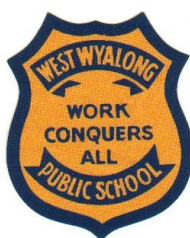


2021 Annual Report

West Wyalong Public School



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Introduction

The Annual Report for 2021 is provided to the community of West Wyalong 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 Strategic Improvement 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

At West Wyalong Public School, every student is known, valued and cared for in a kind, respectful and inclusive environment. Our vision is for our whole school community to be partners in learning and collaborate to empower all students to become confident, resilient, self-directed and successful learners. This will be achieved through embedded whole school practices of quality teaching, high expectations and individualised learning.

School context

West Wyalong Public School sits on the lands and waterways of the Wiradjuri people, situated in the town of West Wyalong, which is the major town in the Bland Shire, in the Riverina Region of NSW.

The school has historically drawn its enrolments from farms and the rural sector. With the opening of the Cowal Gold Mine, (now called Evolution) our school has seen a change in its cultural dynamic. Our enrolment numbers initially increased, since the establishment of the mine, bringing a transient population. Over the past 7 years with a change in roster requirements, our enrolments are now decreasing with less employee's families moving to West Wyalong.

Aboriginal enrolment numbers have remained steady over the last five years averaging 37 students per year. We currently have 1 EAL/D student. In 2018 we started a cultural group with our Indigenous students with the support of the Local Aboriginal Lands Council. We have a significant number of students who are on integration funding and are supported by School Learning Support Officers within our school.

Our school has many extra-curriculum opportunities through sport, music, cultural experiences, excursions, leadership initiatives and performances. A whole school wellbeing program has been implemented, to provide extra support for individual student's needs. Our school enjoys a collaborative relationship with the High School - all Year 6 students participate in a Middle School program each Thursday that involve specialised High School teachers teaching Literacy, Numeracy, STEM and PD/H/PE.

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

After extensive work on a Situational Analysis and through a consultative process, the staff and school community have determined a set of high level areas for improvement. These include the need to improve literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy will be necessary. This will be supported by evidence-based approaches to professional learning that will improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community and increased involvement in the school by the community, with a focus of high expectations will improve student learning outcomes.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve literacy and numeracy achievement, we will embed a consistent cyclic approach to measure progress so that staff know and understand where students are at and where to next.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment Driven Practices

Resources allocated to this strategic direction

Professional learning: \$17,056.00

Socio-economic background: \$62,672.24

Literacy and numeracy: \$6,249.43

Low level adjustment for disability: \$46,931.38

Location: \$20,788.59

QTSS release: \$31,471.90

Literacy and numeracy intervention: \$28,323.00

Summary of progress

There was an improvement in the use of data collection processes and application of strategies to address data analysis that has impacted in improvement in reading and numeracy across the school. The teaching and learning cycle based on a 5 week focus was introduced and utilised across all stages, with support from executive, extra collaboration opportunities and professional learning. From the beginning of the year, change in teaching practice and the tracking of student progress using variety of assessment strategies, improved with most teaching staff. This was evident through the use of data walls being utilised in stage meetings with planning time allocated that included extra analysis, collaboration in developing teaching programs, the use of PLAN 2 and differentiation. In teaching programs, there is evidence of pre and post testing as well as documentation of anecdotal information and reflection on each student's needs and progress. Executive staff completed professional learning in Leading Evidence, Evaluation and Data (LEED) throughout the year, to support the Strategic Improvement Plan and data analysis.

In NAPLAN results for 2021, the proportion of Year 3 students achieving in the top two bands in NAPLAN numeracy was 19.35% and is progressing toward the lower-bound system negotiated target of 24%. The proportion of Year 5 students achieving in the top two bands in NAPLAN numeracy was 15.79% and has improved by 9% from 2019 results but has a lot of progress to make to reach the lower-bound system negotiated target 24%. Check in assessment data has indicated a significant improvement in Stage 3 with comprehension and number sense and algebra, with Year 4,5 and 6 being above statistically similar schools.

PAT testing data in mathematics indicated an average increase of 20% in the amount students improving from Semester 1 to 2 in 2021 compared to 2020. The Progressive Achievement Tests (PAT), data in comprehension, indicated an average increase of 10% in the amount students improving from semester 1 to 2 in 2021 compared to 2020. Results indicated that 95% of students in Stage 3 improved in their post tests with the introduction of mathematic pre and post testing, in each topic in Stage 3, Semester 2,

Through self assessment with staff at the end of 2021, using the School Excellence Framework, it was determined that the school was sustaining and growing in teaching and learning programs and summative assessment.

External data does indicate that students progress and achievement is above that of statistically similar schools and is consistent with internal measures. The data also shows that the level of comprehension and number sense is concentrated in the low and middle bands coming into Year 3 and then improves during Year 3-6. In 2022, a strong focus will be on these areas in K-2, with an additional instructional leader supporting K-2 teachers. Although a majority of teachers reflected that they were more confident and used data to inform their teaching some staff needed further support to shift from using to data monitor progress to use data to inform practice. Staff also indicated that they found they had difficulty fitting in all activities in a 5-week cycle. Executive and mentors indicated that this was the result of some focus areas being too broad and the assessment not incorporated into teaching program. There was also some inconsistency between stages on how they incorporate the 5 week sprints with focuses in numeracy and reading, into their daily teaching program. In 2022, there will be systems and structures put in place, providing extra instructional leader support and release time for whole school planning and monitoring of the implementation of the 5 week learning cycle focus on areas from the progressions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students achieving in the top 2 bands in NAPLAN reading assessment by at least 5%	<ul style="list-style-type: none">• NAPLAN scores indicated 27.4% of students are in the top two bands for reading, with progress is yet to be seen toward the annual measure.
Increase the number of students achieving in the top 2 bands in NAPLAN numeracy assessment by at least 5%	<ul style="list-style-type: none">• NAPLAN scores indicate an increase of 5.49% in the percentage of students in the top two bands for numeracy at 17.39%
By the end of 2021 we will be at sustaining and growing in the data skills and use element of the School Excellence Framework	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data skills and use.

Purpose

In order to ensure that every student achieves growth in their learning we will build teacher capacity in high impact quality teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$104,001.05

Per capita: \$37,164.01

Literacy and numeracy intervention: \$30,538.95

Professional learning: \$7,284.70

QTSS release: \$13,375.30

Location: \$44,000.00

Summary of progress

Staff were able to improve their teaching practice with support of the Quality Teaching Rounds focusing on explicit teaching. There was also improvement in focused professional learning using the High Impact Professional Learning model that gave opportunity for improved collaborative practices and assessment and data collection.

Staff in Early Stage 1 and Stage 1 took part in planning days with mentors where teachers refined and implemented explicit strategies that enhanced students' phonics and phonemic awareness. Mentors work with staff to collate, publish and share outcomes from the improvement focus, including impact on teachers' use of knowledge and skills and student learning outcomes. Quality Teaching Rounds provided staff with feedback on their teaching, in particular with explicit teaching, high expectations and deep understanding. Executive staff completed 2 modules of Clarity Learning Suite.

Baseline data was collected at the beginning of Quality Teaching Rounds. At the end of the year, the average score for staff had improved by 4.2 for the overall score, with intellectual quality having the most significant improvement. Staff feedback indicated that most staff felt their teaching had improved and identified explicit criteria as an area they needed further focus and professional learning in 2022.

NAPLAN results indicated that the proportion of Year 5 students achieving expected growth in NAPLAN reading was 57.14% which has exceeded our lower bounds target of 54%. The proportion of Year 5 students achieving expected growth in NAPLAN numeracy was 57.58%, which is almost achieving the target for 2023 of 58% and an improvement 5% from 2019. Literacy and Numeracy Progressions were used in Stage planning and by the end of the year, all teaching programs were using numeracy and understanding text progressions as a focus for 5 weeks.

Observations of stage meetings and mentoring feedback, indicated a better understanding of teaching strategies and planning that were focused on areas identified from the learning progressions. In 2022, all teaching staff will take part in professional learning with Clarity Learning Suite and the Quality Teaching Rounds will be incorporated into this professional learning by using the structures and systems used in the rounds to implement and monitor the implementation and impact of Clarity strategies in classrooms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students achieving at or above expected growth in the reading NAPLAN assessment by at least 5%	Percentage of students achieving expected growth in reading increased by 13% from the base line and is above the upper bound target trajectory.

<p>Increase the number of students achieving at or above expected growth in the numeracy NAPLAN assessment by at least 5%.</p>	<p>Percentage of students achieving expected growth in numeracy increased by 15% from the baseline data and is above the upper bound target trajectory</p>
<p>By the end of 2021 the school will be at sustaining and growing in the theme of collaborative practice and feedback in the School Excellence Framework</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of collaborative practice and sustaining and growing in the element of feedback.</p>
<p>By the end of 2021 the school will be at sustaining and growing in the theme of explicit teaching in the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of explicit teaching.</p>

Strategic Direction 3: High expectations relationships

Purpose

In order to optimise the educational and wellbeing outcomes of every student we will create a culture of high expectation through the shared responsibility of students, parents and staff.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations Relationships

Resources allocated to this strategic direction

Per capita: \$22,000.00

Aboriginal background: \$43,379.18

: \$11,056.00

Professional learning: \$6,000.00

Summary of progress

In 2021, effective partnering with students, parents and staff was provided for input and feedback with each other to set learning and personal goals as well as adjustments and support. Staff took part on professional learning and strategies were implemented to develop high expectations relationships with the whole school community to improved transition programs, attendance and student engagement.

At the beginning of Term 2, previous attendance procedures and student referrals were reviewed and an attendance team created and procedures developed within a focus group. A learning support team was established and individual learning goal meetings were held in Term 1 and 3 with the teacher, student and parent. Staff attended Stronger Smarter professional learning and conducted professional learning sessions with staff on some of the strategies. The Personalised Learning Pathway Plans were developed with meetings with students and a Local Lands Council contact, who provided information about cultural activities for Aboriginal students. An attendance team create a data wall with students who were attending below 90%. Attendance awards for students attending at 95% or higher at the end of each semester, were also given out at the Education Week and end of year assemblies.

Attendance improved during the year, with Term 2 data indicating 55.5% of students attending at 90% or higher and in Term 4 that increased to 70%, with an attendance average for the year of 91%, which was higher than the network and state average.

In the Tell Them From Me Surveys, the percentage of students from West Wyalong Public School that indicated that the school had expectations for success and advocacy at school was higher than the state norm. In 2022, there will be a focus on improving students Sense of Belonging through wellbeing programs and Positive Behaviour for Learning.

School Excellence Framework self assessment from staff placed the school at sustaining and growing for Wellbeing and Learning Culture.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the number of students attending at 90% or higher by at least 3%.	An increase number of students attending greater than 90% of the time or more has yet to be achieved.
Increase the number of students surveyed using the tell Them From Me survey, who experience a sense of belonging, advocacy and high expectations by 3%.	Tell Them From Me data indicates 79% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school), with the annual progress measure yet to be achieved.

By the end of 2021 the school will be sustaining and growing in the theme of high expectation culture in the School Excellence Framework

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of high expectations culture

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$148,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wyalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around reading - MiniLit and MacqLit • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All personalised learning plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student personalised learning plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$166,673.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wyalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement SENA testing, sight words and phonics to support identified students with additional needs • professional development of staff through MacqLit and MiniLit to support student learning <p>The allocation of this funding has resulted in: numeracy NAPLAN results in Year 3 and 5 achieving close to statistically similar school groups and Year 5 reading results being higher to statistically similar school groups for top 2 bands. Our Year 5 achieved growth above state average in Reading and the same growth as statistically similar school groups in numeracy. The average score for Year 5 in reading and numeracy improved by 8 from 2019.</p> <p>After evaluation, the next steps to support our students with this funding will be: in 2022, the school will diversify the role of the additional staff member, redirecting 0.1 of the position towards engaging a Parent liaison to focus on improving our attendance rates and support with NDIS and allied health support.</p>

<p>Aboriginal background</p> <p>\$43,379.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wyalong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations Relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process, with 100% of parents and carers taking part in meetings. The conversations were authentic with students being able to indicate what they would like to learn about with Aboriginal Culture. Local Lands council staff member supported students through the Personalised Learning Pathways interviews. NAPLAN results indicate an average NAPLAN score for Year 3 Aboriginal students has increased by 130 for reading and 97 for numeracy since 2018. The percentage of Aboriginal students in top 2 bands is 5% higher than the state in numeracy and reading growth in Year 5 is 36% higher than the state. All growth results are a significant improvement on previous years.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging knowledgeable First Nation others to advise and support Aboriginal students as well as support the school to implement more mega strategies from Stronger Smarter into the school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West Wyalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, all of EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: improve teacher capacity to design reading and writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$159,049.38</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wyalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$159,049.38</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs in MacqLit and MiniLit.</p>
<p>Location</p> <p>\$64,788.59</p>	<p>The location funding allocation is provided to West Wyalong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staff to support professional learning and mentoring <p>The allocation of this funding has resulted in: funding of extra staffing for an executive mentor, smaller instruction groups and technology resources for assessment. The impact of mentoring and smaller instructional groups in literacy and numeracy resulted in NAPLAN results for Year 5 in numeracy being above statistically similar schools and Check in assessment indicating Year 5 and 6 students also achieving higher results in comprehension and numeracy than statistically similar schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning using collaboration and components of Clarity learning suite with nearby schools.</p>
<p>Professional learning</p> <p>\$30,340.70</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at West Wyalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • High Impact Professional Learning • High Expectations Relationships <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$30,340.70</p>	<ul style="list-style-type: none"> • teachers are provided with extra time to integrate resources into their numeracy teaching and learning programs for another round of short targeted teaching cycles based on feedback received and student data gathered throughout the previous cycle. <p>Mentors meet with instructional leader at visit Condobolin Public school to gain strategies and processes in reading and numeracy</p> <ul style="list-style-type: none"> • reading and numeracy professional learning • progression and PLAN 2 professional learning <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy in Stage groups, focusing on data and 5 week teaching and learning cycles. Each stage group had a mentor that supported staff with data analysis, planning and teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted professional learning in areas identified by data in reading and numeracy as part of Quality Teaching Rounds as well as Clarity Learning Suite.</p>
<p>Literacy and numeracy</p> <p>\$6,249.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at West Wyalong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Evidence can be seen in reading and numeracy assessments, especially with pre and post testing had some mathematics topics achieving 100% of students achieving growth in a post test. Check in assessment and NAPLAN data indicated number sense and comprehension results at or above statistically similar schools for most cohort groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention and numeracy supports, especially in K-2 as the Year 3 NAPLAN results identified comprehension and understanding texts as areas that students are not achieving as well as state and statistically similar schools.</p>
<p>QTSS release</p> <p>\$44,847.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Wyalong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support

<p>QTSS release</p> <p>\$44,847.20</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: the next steps to support our students with this funding will be: employing an additional Instructional Leader to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at West Wyalong Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Driven Practices • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Check in assessment and NAPLAN results indicated that students in Years 4-6 were achieving at or above statistically similar schools. In some mathematics topics, pre and post testing indicated 100% of students achieved growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs, especially in K-2 as NAPLAN results indicated that in the area of comprehension and understanding text, Year were not achieving as well as statistically similar schools.</p>
<p>COVID ILSP</p> <p>\$187,816.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP \$187,816.30</p>	<p>the majority of the students in the program achieved progress towards learning goals in sight words knowledge, reading levels and numeracy skills that were identified from PLAN 2. All students moved at least 3 sight word levels, 3 or more reading recovery levels and at least 1 element in the focus areas of the progressions. A numeracy extension group in Year 5/6 achieved improved Check In assessment results, with 7 students achieving over 85% compared to only 3 in 2020.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. SLSO are now trained in MacqLit and MiniLit for small group tuition in reading as well as targeted numeracy support using data from the progressions. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita \$59,164.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at West Wyalong Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Professional Learning • High Expectations Relationships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing for Quality Teaching Rounds, mentors and LEED <p>The allocation of this funding has resulted in: data from staff feedback was positive and with support required for 6 of the staff in numeracy and big book reading instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: additional funding will be used for an Instructional Leader to work with staff on differentiation support with numeracy groups in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	147	132	130	112
Girls	129	124	110	99

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	89.6	89	87.8
1	93.7	94.7	93.2	89.5
2	94.3	93.8	94.8	90.6
3	93	93.4	93.2	92.5
4	93.4	92.3	95.2	88.6
5	92.2	89.9	93.7	91.9
6	91.7	89.6	91.9	88.8
All Years	93.2	91.9	93.1	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



Anzac Day - 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.36
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	629,192
Revenue	3,221,101
Appropriation	3,188,951
Sale of Goods and Services	-50
Grants and contributions	31,950
Investment income	250
Expenses	-3,368,749
Employee related	-2,764,946
Operating expenses	-603,803
Surplus / deficit for the year	-147,648
Closing Balance	481,543

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.

	2021 SBAR Adjustments (\$)
Targeted Total	266,047
Equity Total	371,502
Equity - Aboriginal	43,379
Equity - Socio-economic	166,673
Equity - Language	2,400
Equity - Disability	159,049
Base Total	2,189,253
Base - Per Capita	59,164
Base - Location	64,789
Base - Other	2,065,301
Other Total	196,286
Grand Total	3,023,088

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.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me - Student satisfaction

The results from the two students surveys in 2021 showed that the school was approximately 7% below state norm in factors that associated with student engagement: Quality instruction, Positive teacher - student relationships and expectations for success. Results that were very close to state norm were in students with positive behavior at school and students having positive relationships.

Effort and motivation results declined from the first survey to the second survey.

Home learning survey - Parents responses:

- Fantastic job by all teaching staff our children were very well looked after during the 4 weeks of home learning
- The effort put in by teachers and staff made the learning from home time go smoothly for us. The packs were set out well and each day planned for the children just like a normal school day. The ease of picking up the new packs and dropping off the previous weeks packs was organised very well. Thank you for your dedication to our children
- The feedback for one of my children was excellent and I could not fault their Yr 6/5 teacher. However, my younger child had difficulty in getting timely responses to lesson queries. Additionally, Teachers did not give resources on hand in Zoom sessions in able to respond in real time. However, in all fairness what all teachers managed to achieve in such short notice should absolutely be commended.
- We found that a lot of revision work was at the start of the week and towards the end when the children were tired there was a lot of additional work. Simple maths sheets would have been better at the end of the week not the start.
- Zoom meetings tended to push out our math lessons making them push into the afternoon which wasn't ideal.
- Stage 3 packs were excellent and well put together making working on their own and independently very easy thank you.
- If there were online lessons they weren't available on google classroom for Monday morning. We tended to try to punch through as much work as possible due to work commitments. As parents we didn't have the resources in front of us that teachers do so some worksheets we did give the answers and told the kids this is what you need to write because for that "lesson" we didn't know how to "teach" our child, home learning is challenging for all.
- Our staff did an amazing job putting together packs and compared to last year they were amazing. We aren't teachers we don't have the resources and we do have two or three or more kids at home at different stages trying to help them all. Sometimes there is one parent at home sometimes two, sometimes there is one working from home.

People Matter Survey - Staff results

At West Wyalong Public School staff responded well **above the state average** in the following areas:

- There are people at work who care about me (93.9%)
- My manager communicates effectively with me (94.1%)
- My manager encourages and values employee input (90.9%)
- My workgroup strives to achieve customer satisfaction (100%)
- I am proud to tell others I work for my organisation (97%)
- I would recommend my organisation as a great place to work (94%)
- My manager encourages people in my workplace to keep improving the work they do (97%)
- My work group works collaboratively to achieve goals (97.1%)

Staff indicated the following areas that could be **improved**:

- My job offers the opportunity for me to work on innovative projects (66.7%)
- The changes within my organisation will improve outcomes for the community (77.8%)
- I have confidence in the way recruitment decisions are made (66.7%)
- My performance is assessed against clear criteria (71.4%)

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.