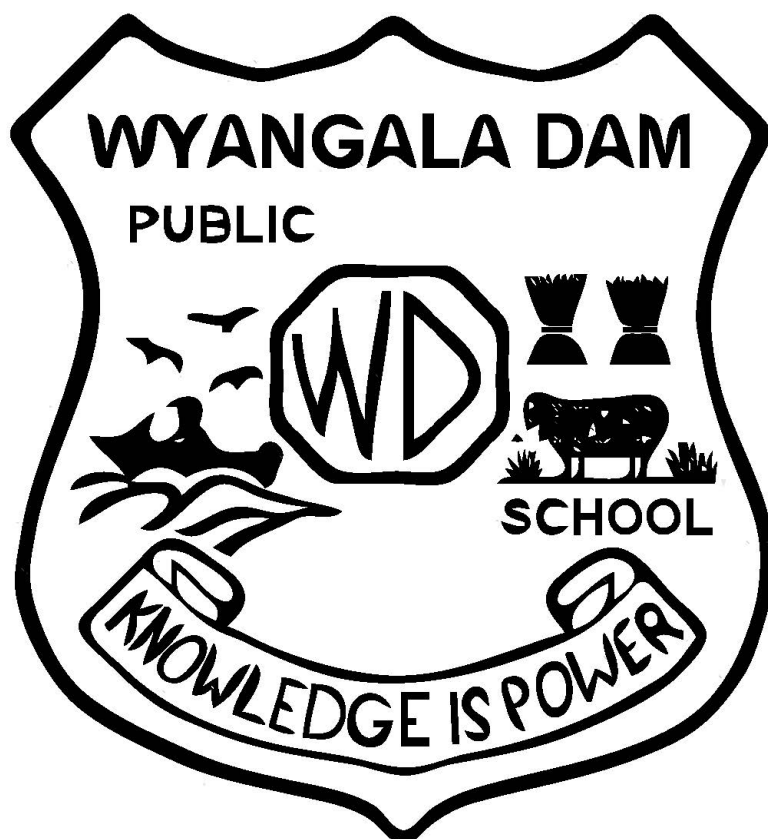


2021 Annual Report

Wyangala Dam Public School



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Introduction

The Annual Report for 2021 is provided to the community of Wyangala Dam 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.

School contact details

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School vision

Wyangala Dam Public School aims to provide students with opportunities to be responsible, problem solving, self directed learners who continually strive for growth and improvement. We aim to maximise learning potential through strong collaboration within and beyond the school, connection with the community and quality teaching.

School context

Wyangala Dam Public School, with a current enrolment of 5 students, is a small school located in the Central East of New South Wales, 42 kilometres from Cowra. School numbers have remained fairly steady over the past ten years, with an average enrolment of 7 students per year. We anticipate that this trend will continue in the future. Wyangala Dam Public School currently has one full time teaching principal, a part time teacher, a part time School Administrative Managers, a part time General Assistant and 2 part time School Learning Support Officers. All members of the staff value the learning and wellbeing of the students which is highly important and beneficial with a small cohort.

Through our situational analysis, we have identified the need for a more consistent collection of quality data that will enable the accurate identification of gaps and strengths in student learning. This will allow teaching to be targeted to individual student needs and ensure that they experience success. In order for students to grow and achieve, explicit teaching of key concepts across the areas of literacy and numeracy will be a strong focus.

Quality teaching practices in literacy and numeracy was also recognised as key driver for improvement. The use of high impact teaching strategies will improve teacher practice and ensure students achieve expected growth in their learning. This will be achieved through collaborative professional development practices within the school, across the Cowra Network and with the wider community, including Aboriginal parents. Collaborative feedback strategies to deeply reflect on the success of teaching and learning strategies will be implemented. Reflective practice will involve all staff striving for their own growth to become experts in a range of areas.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise student learning opportunities in reading and numeracy to create a culture of growth and improvement. We will develop our skills of collecting and analysing data to drive teaching practices for individual needs. This will be achieved through explicit teaching and quality and consistent assessment.

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.

- Data to inform practice
- Explicit Teaching

Resources allocated to this strategic direction

Aboriginal background: \$6,808.00

COVID ILSP: \$16,883.00

Low level adjustment for disability: \$9,128.00

Socio-economic background: \$9,138.00

Location: \$819.00

Summary of progress

Wyangala Dam Public School's initiatives were to support student growth in numeracy and reading through creating targeted teaching programs using data informed practices and developing teachers capacity to utilise feedback tools to increase students understanding of their own learning.

Our focus in 2021 was embedding school wide systems to develop the teachers ability to effectively collect relevant and effective data through assessment and improve the teachers understanding and capacity to use this data to inform teaching and learning in numeracy and reading.

Teachers worked together in a 5 week cycle to analyse data and use this data to create individualised targeted teaching programs to bridge gaps in all students' learning. Teaching programs were adapted to reflect this. Student learning outcomes and progressions have been tracked through the collection and analysis of assessment data and improvement for all students has been evident.

In 2022, the teachers will continue to develop their skills, knowledge and understanding of data use to inform their teaching practice.

In 2021, teachers at Wyangala Dam Public School, participated in professional learning, discussion and worked collaboratively to develop explicit teaching practices. This included the creation rubrics and Bump It Up walls for student to assess their own learning with consistent feedback from the teacher. Each term, a new rubric was introduced for literacy and a 'Bump It Up Wall' in both reading and numeracy. The walls were matched the progressions and students use exemplars and teacher feedback to climb the data wall. Teachers used the data from the rubrics and the wall to explicitly teach areas of needing improvement. This was done both within the classroom and through the COVID tutoring program. Students used the feedback in literacy and numeracy to set explicit learning goals and improved learning outcomes has increased.

In 2022, teachers will use these tools on a wider scale and across most Key Learning Areas and across Key Learning Areas and continue to use this to inform teaching and learning.

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
Improvement in the percentage of students achieving in the top 2 bands in	<ul style="list-style-type: none">• Cowra Small Schools NAPLAN scores indicate an improvement in the percentage of students achieving in the top 2 bands towards the Network

reading to be above system negotiated target baseline.	target for reading .
Improvement in the percentage of students achieving in the top 2 bands in numeracy to be above system negotiated target baseline.	<ul style="list-style-type: none"> • Cowra Small Schools NAPLAN scores indicate the baseline percentage of students achieving in the top 2 bands towards the Network target for numeracy was maintained.
Most students have learning goals based on determined 'expected growth' data using 'Understanding Texts' progressions which are tracked and monitored using PLAN2.	<ul style="list-style-type: none"> • Students plotted against the progressions indicates the percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes has increased.
All students have learning goals based on determined 'expected growth' data using 'Quantifying Numbers' and 'Additive Strategies' progressions which are tracked and monitored using PLAN2.	<ul style="list-style-type: none"> • Students plotted against the Quantifying Numbers and Additive Strategies progressions has indicates the percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes has increased.
SEF Data Skills and Use - Delivering Effective Classroom Practice - Delivering	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.

Strategic Direction 2: Quality Practice

Purpose

Students are able to achieve when high quality teaching practice is embedded within the school. We will create a culture of improvement of all staff through collaborative partnerships and developing educational leadership through goal setting, sharing pedagogy and high performance to lead to improved outcomes for all students.

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.

- Collaborative partnerships
- Developing educational leaders

Resources allocated to this strategic direction

Professional learning: \$3,167.00

Literacy and numeracy: \$1,068.00

Aboriginal background: \$3,700.00

Location: \$2,970.00

QTSS release: \$1,068.00

Summary of progress

Throughout, we created collaborative partnerships within the school and local community to develop Quality Teaching practices. This action embedded a culture of high expectations for students and staff and also helped to develop educational leaders.

Our focus included building teachers capacity to incorporate elements of the Quality Teaching Framework into their teaching and participate in Quality Teaching Rounds with other small schools. This enabled teachers to collaboratively develop teaching and learning programs incorporating quality teaching. All teaching staff completed the Quality Teaching Rounds (QTR) professional learning conducted by the University of Newcastle and implemented the framework in their programs. Dates were set for the second teacher to participate in QTR with teachers at other schools, however, due to staffing challenges this was not completed.

Developing educational leaders also was a focus in 2021. The teaching principal participated in professional learning of the Stronger Smarter program. As a result of this leadership program, the principal identified and recognised quality practices within our school. This was also implemented in the classroom, where successes of student learning was recognised and publicised and attendance were celebrated with a classroom shout out, monthly and term rewards and shared in the school newsletter.

All staff members used framework relevant to their role to develop SMART goals to achieve growth and excellence in areas. This was linked to Performance and Development Framework and staff selected professional learning and tasks to achieve this. Staff engagement improved and staff became more confident in their role and are striving to continue to grow.

In 2022, we will endeavour to share our knowledge and expertise of QTR with colleagues from across the Cowra Small Schools network. We will also empower our School Administrative and Support Staff (SASS) to share their knowledge and expertise with other SASS within the network. We will recognise attendance with awards for students who have achieved identified targets.

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
All Teaching staff have participated in the QTR process within the school. Teachers who participated in QTR in	• Delayed initiatives in term 2 have required this work to be postponed to 2023. To date 50% of staff were able to fulfil this progress measure.

<p>2021 collaboratively develop teaching and learning programs incorporating QT.</p> <p>Evidence of QTF included in teaching and learning programs.</p>	
<p>Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 60%</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 8.57% and is on track.
<p>SEF</p> <p>Learning and Development - Delivering</p> <p>Educational Leadership - Delivering</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice. • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.
<p>Wyangala Dam Public School community have started initial investigations into the Reconciliation Action Plan (RAP) process.</p>	<ul style="list-style-type: none"> • Delayed initiatives in term 2 have required this work to be postponed to 2023. To date 0% of staff were able to fulfil this progress measure.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,138.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyangala Dam 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"> • Data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement targeted teaching programs to support identified students with additional needs • employment of additional staff to support COVID ISLP program implementation. • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * teachers applying a range of evidence based teaching practices to optimise learning progress for all students * staff collaborate and use student progress and achievement data to identify areas of needed improvement * data has been collected and regularly monitored by all teaching staff. * analysis and comparison of both NAPLAN and Check in data has seen improvement in measurement and geometry and comprehension over the year. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * encourage all staff to engage in relevant PL to ensure they have the competence and confidence to assist improve the learning of students
<p>Aboriginal background</p> <p>\$10,508.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyangala Dam 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"> • Data to inform practice • Collaborative partnerships • Developing educational leaders <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Stronger Smarter training • implement regular staff check ins and shout outs • employment of additional staff to support the learning of students • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • employment of additional staff to support the learning of students in reading and numeracy and enhance growth <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * students development of cultural perspectives * improvement in cultural safety and Indigenous ways of working * improvement in reading and numeracy in students <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$10,508.00</p>	<p>funding will be: to develop authentic engagement with the local Aboriginal community through professional learning and collaborative practice to ensure improvement in reading and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$13,428.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyangala Dam Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Data to inform practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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: growth and improvement in reading and numeracy for all Stage 3 students</p> <p>After evaluation, the next steps to support our students with this funding will be: for teaching staff and SLSO to work one on one with the Stage 2 student to improve learning in reading, with a focus on phonemic awareness, fluency and comprehension.</p>
<p>Location</p> <p>\$7,789.00</p>	<p>The location funding allocation is provided to Wyangala Dam 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"> • Data to inform practice • Explicit Teaching • Collaborative partnerships • Developing educational leaders • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improvement in practices by staff across the school * development of staff's knowledge and understanding of classroom practice and school systems * improvement in students reading and numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to develop staff capacity
<p>Literacy and numeracy</p> <p>\$1,068.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyangala Dam 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"> • Collaborative partnerships

<p>Literacy and numeracy</p> <p>\$1,068.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * targeted teaching programs using age appropriate and quality texts <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * use of quality texts across all Key Learning Areas to improve literacy
<p>QTSS release</p> <p>\$1,068.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyangala Dam 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"> • Collaborative partnerships • Developing educational leaders <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives - QTR <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * quality classroom practice to improve students learning <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to use Quality Teaching Rounds to create a Quality Learning environment where students thrive
<p>COVID ILSP</p> <p>\$16,883.00</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"> • Data to inform practice • 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 • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading • employing staff to provide online tuition to student groups in literacy/numeracy - Quantifying Numbers, Place Value • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improvement in numeracy and reading in Stage 3 where gaps have been addressed and learning more effective <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to use data to identify students areas of need and work one on one to improve their learning in these areas

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	1	1	2	2
Girls	4	3	5	3

Student attendance profile

School				
Year	2018	2019	2020	2021
K	83.2			
1		87.5		
2	87.4		90.4	
3	61.5	90.6		88.7
4	97.9		93.8	
5	81.3	93.8	100	93.9
6	98.9	92.7	75.4	91.4
All Years	86.9	91.1	88.9	92.4
State DoE				
Year	2018	2019	2020	2021
K	93.8			
1		92.7		
2	93.5		92	
3	93.6	93		92.7
4	93.4		92	
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.7	91.9	92.1

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*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	5,283
Revenue	399,847
Appropriation	393,767
Grants and contributions	6,075
Investment income	5
Expenses	-385,441
Employee related	-332,383
Operating expenses	-53,058
Surplus / deficit for the year	14,406
Closing Balance	19,689

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	0
Equity Total	33,377
Equity - Aboriginal	10,623
Equity - Socio-economic	9,138
Equity - Language	0
Equity - Disability	13,615
Base Total	317,084
Base - Per Capita	1,726
Base - Location	8,060
Base - Other	307,298
Other Total	24,404
Grand Total	374,864

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.

Data not available

Parent/caregiver, student, teacher satisfaction

Parents - With a small number of parents and with COVID procedures in place, feedback from parents was largely limited to online formats rather than face to face conversations. Parents provided feedback that indicated they were pleased with how the school was functioning. Parents commented on how the students enjoyed coming to school. They were extremely happy with how their children were going and the noticeable improvement they had made, in particular with reading fluency and mathematics.

Student - Students were satisfied with the improvement they made in numeracy and reading. As per screen captures below, students were able to identify improvements to their learning in reading, mathematics and book work.

Teachers - Teachers and staff were excited regarding the improvement and growth the students had shown and are looking forward to continuing to build on this in 2022. Particular feedback included an high engagement with ongoing professional learning including Quality Teaching Rounds, effective feedback and explicit teaching. Staff were positive regarding the improved school culture that had been created through the principal's engagement with the Stronger Smarter training and staff shown in interest in attending in the future.



Student Feedback

What would like to improve at Wyangala Dam Public School?



Student Feedback

Did your learning improve in 2021? Explain

I have learnt how to use many things in Science and Technology, reading and maths

Yes in my reading and it has been going very well

I learnt how to do maths and I improved on my math since Mrs Knight has been here and I have improved on my spelling and my neatness.

I have learnt how to use lots and lots of different apps

i learnt my fractions. I thought this $\frac{2}{4}$ was a quarter

Student Feedback

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.