

2021 Annual Report

Wyee Public School



3522

Introduction

The Annual Report for 2021 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 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 Wyee Public School, in partnership with the whole school community, we strive for individual growth and excellence to develop well-rounded students in a safe, supportive and inclusive environment.

School context

Wyee Public School opened in 1879. It now has an enrolment of 171 students in eight classes, including 26 Aboriginal and Torres Strait Islander 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 four 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 participate in a wide range of school activities across all aspects of school life. We have an active P&C who coordinate a range of events and fundraising activities throughout each year.

At Wyee Public School we have a dedicated staff team, who are trained in current evidence-based teaching practices to ensure every child receives a quality education. In order to achieve whole school improvement, staff engage in one hour of professional learning each week, as well as an additional two hours per fortnight of intensive focused collaborative team planning, high impact professional learning and data discussions. We pride ourselves on our quality learning environments with fully resourced classrooms.

Through our situational analysis we identified a need to have a strong focus on individual student achievement K-6 in order to achieve individual student growth. We have an Instructional Leader K-2 and a Curriculum Leader 3-6 employed solely to work with teachers to oversee the progress of every child. Teachers regularly communicate student achievements and goals to parents through an app called Seesaw. School Learning Support Officers are in every classroom, every day, to assist the teachers in supporting student learning and wellbeing in a variety of ways. They work with individual students and small groups to assist with the attainment of learning goals. Evidence based intervention programs are implemented across the school to assist students if they have been identified as needing extra support or extension. We have a Wellbeing Assistant Principal who oversees the wellbeing of all students K-6.

Students have access to a range of extra-curricular opportunities including sport, public speaking, debating, dance, choir, environmental group, Music Bus, extension programs and Aboriginal and Torres Strait Islander cultural programs and opportunities. A range of leadership opportunities are offered across the school including Peer Support leaders, SRC as well as the school leadership team. During break times students are offered a range of interest groups including coding/robotics, chess, mindfulness, gardening, structured sport games, STEM, board games, construction, book club, sewing/knitting and a range of art experiences. All students are surveyed regularly by the SRC for their preferred interest groups. All students K-6 also have access to a range of ICT opportunities with interactive touchscreens and iPads in all classrooms and class sets of laptops available for use. Across the school we have a range of coding and robotics resources as well as a computer lab and a brand new Maker Space.

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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards 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

In order to maximise the learning outcomes and growth for every student, all staff will use data to drive evidence-based teaching practices. Staff will be responsive to the learning needs of all individual students, using data to inform differentiated support 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.

- Evidence-based Teaching
- Personalised Learning

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$137,210.38

Professional learning: \$15,267.02

6101: \$63,500.00

Socio-economic background: \$127,387.61

Aboriginal background: \$11,772.00

Low level adjustment for disability: \$105,439.28

Integration funding support: \$166,653.00

Literacy and numeracy: \$23,201.32

: \$1,068.00

Summary of progress

Our focus for 2021 was improving reading comprehension K-6 through building students' reading mindset, using quality literature, higher order questioning and explicit teaching of fluency. Using Teaching Sprints as a High Impact PL model, staff knowledge and understanding was enhanced through the implementation of new assessments to drive teaching and the modelling and evaluation of evidence based explicit teaching practices. We also focused on improving the consistency of personalised learning across K-6. Personalised Learning Support Plans and Personalised Learning Pathways were recorded and monitored using an online platform and funds were allocated to enable teachers adequate time to plan, prepare and consult with families. Staff also participated in 5-weekly discussions on student progress and where to next.

Speech and Occupational Therapy programs were undertaken with students being assessed and point of need intervention implemented. These programs were moved to an online platform in the second half of the year due to online learning. Students involved made progress towards individual learning goals. Student Learning and Support Officer intervention was streamlined K-6 with every classroom being allocated 8 hours a week. This intervention time was planned, recorded in teaching and learning programs and evaluated in 5-weekly collaborative data talks with specialist staff.

As a result of our work in this strategic direction, teaching programs reflected a greater use of quality literature, higher order questioning and explicit teaching of fluency. Teachers built their skills in using data to plan future learning, through involvement in planned data talks which were supported by specialist staff. Individual plans were more authentic as a result of a stronger focus on student learning needs.

Next year, work will continue on refining Learning Support Team processes. There will be further work on the analysis of internal and external student progress and achievement data, to ensure teaching and learning programs address students' learning needs. Assessment K-6 will be further refined and data collected from these assessments will be used to provide specific student feedback that will support further 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

<p>Achievement of system negotiated targets:</p> <p>An upward trend towards 12.6% uplift of students in the top 2 bands for Numeracy from baseline data.</p>	<p>26.67% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating an uplift of 1.19%. This shows minimal change from baseline data.</p>
<p>Achievement of system negotiated targets:</p> <p>An upward trend towards 12.4% uplift of students in the top 2 bands for Reading from baseline data.</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two bands in reading. Data indicates 28.89% of students achieved in the top two bands which represents a fall of 1.46%.</p>
<p>Achievement of system negotiated targets:</p> <p>An upward trend towards an uplift of 4.13% of students achieving expected growth in Numeracy from baseline data.</p>	<p>The percentage of students achieving expected growth in numeracy decreased by 22.67% from the baseline of 51.24%.</p>
<p>Achievement of system negotiated targets:</p> <p>An upward trend towards an uplift of 22.8% of students achieving expected growth in Reading from baseline data.</p>	<p>Students achieving expected growth in reading increased by 9.73% from the baseline of 56.94%. This indicates that the school has already surpassed the 2023 lower bound target of 62.80%</p>
<p>Maintain % of Aboriginal students in the Top 3 bands for Reading to be equal to or above SSSG.</p>	<p>100% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading which is 56.5% above similar schools (SSSG).</p>
<p>Maintain % of Aboriginal students in the Top 3 bands for Numeracy to be equal to or above SSSG.</p>	<p>54% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy which is 19.5% above similar schools (SSSG).</p>

Strategic Direction 2: Staff Professional Growth

Purpose

In order to maximise the learning outcomes for every student, we need to further develop staff expertise across the school. Staff growth will be developed through the implementation of high impact professional learning, collaborative and reflective 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
- Collaborative and Reflective Practice

Resources allocated to this strategic direction

Aboriginal background: \$2,000.00

Professional learning: \$0.00

Socio-economic background: \$40,000.00

Summary of progress

Our focus for 2021 was improving staff collaboration and staff professional growth to improve student outcomes. This was planned through a systematic approach to the Performance and Development Plan (PDP) process and building the collaborative practices of teachers.

In order to undertake evidenced based professional learning and collaborate on best practice, teachers met in K-2 and 3-6 teams on alternate weeks. Peer observations were planned with reflection and feedback embedded. The PDP process was reviewed with teacher surveys indicating that feedback, reflection and formal reviews needed to be streamlined. A focus for the school was to ensure all staff professional learning aligned to PDP goals. Due to Learning from Home, the observation timetable was unable to be implemented. Although collaborative practices were disrupted, professional learning continued and further refinement to the PDP process will take place in 2022.

Next year, High Impact Professional Learning will continue to be a focus utilising the Assistant Principal Curriculum and Instruction and needs based funding. To continue to build teacher capacity, we will focus on our identified areas of improvement, evidenced-based practices and the What Works Best 2020 model.

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
Self assessment against the High Impact Professional Learning (HIPL) school self assessment tool has us at sustaining and growing in the area of ' <i>Collaborative and applied professional learning strengthens teaching practice</i> ' and ' <i>Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement</i> '.	Self-assessment against the High Impact Professional Learning school self-assessment tool, the school is currently performing at Delivering in the elements of ' <i>Collaborative and applied professional learning strengthens teaching practice</i> ' and ' <i>Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement</i> '.
TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'.	An analysis of the Tell Them From Me data shows our school sitting above the NSW Government Norm in Collaboration (school 8.3, state 7.8), Data Informs Practice (school 8.4, state 7.8) and Quality Feedback (school 7.5, state 7.3).
Improvement as measured by the	Self-assessment against the School Excellence Framework shows the

<p>School Excellence Framework:</p> <p>Teaching Domain</p> <p>Element: Learning and Development</p> <p>Maintain whole school at sustaining and growing across all themes.</p>	<p>school currently performing at Delivering overall in the element of learning and development.</p>
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Strategic Direction 3: Positive Relationships

Purpose

There will be a planned approach to whole school wellbeing processes to ensure all staff and students maximise their learning potential.

Productive relationships between all stakeholders will be fostered to ensure high levels of engagement across the whole school community.

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.

- Wellbeing
- Community Voice and Engagement

Resources allocated to this strategic direction

Aboriginal background: \$13,600.00

Socio-economic background: \$21,364.00

QTSS release: \$35,989.88

Summary of progress

Our focus for 2021 was to review our wellbeing practices. The results indicated the need to revise our social skills, behaviour and wellbeing practices and investigate current best practice to support the students at our school. Staff participated in professional learning on Zones of Regulation and Head and Heart Mindfulness. Relevant aspects of these programs were trialled and evaluated in classrooms. Although survey results indicated that most students had some understanding of the program, further exploration is required to design a program specific to our needs.

Our work in improving community voice and strengthening our partnership with our wider community was another focus area of 2021. Parents and carers were surveyed to identify areas they would like further information on. The results indicated a need to strengthen our Kindergarten orientation process, the opportunity to access school-based playgroups and the availability of parent information workshops. Plans for 2021 were unable to go ahead due to health restrictions. Resources were placed on the school's digital platforms for parent access on a variety of wellbeing matters.

In 2022, our work will include developing wellbeing procedures that relate to the new Department policy (Inclusive, Engaging and Respectful schools reform). A whole school social skills program, which includes Positive Behaviour for Learning will be implemented. This will include significant opportunities for our parents to contribute to the design and structure of our wellbeing practices.

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
Achievement of system negotiated targets: An upwards trend towards achieving an uplift of 1.98% of students attending school 90% of the time or more from baseline data.	Our baseline data was 73.80% and our actual percentage for 2021 showed 72.04% of students attending school 90% of the time.
Increase % of students with positive wellbeing to be within 2% of SSSG as evidenced in the student TTFM survey.	Tell Them From Me data indicates positive wellbeing of students as 78% which is 9% below that of SSSG schools.
On the parent TTFM surveys, the school scores will remain above NSW	Tell Them From Me data indicates that the school (8.0) is above the NSW Government norm (7.4) in regard to 'Parents Feel Welcome'. 100% of

<p>Govt Norm in the element of 'Parents Feel Welcome'.</p> <p>Maintain equal to or above 95% of parents strongly agreeing/agreeing they recommend the school.</p>	<p>parents strongly agreed/agreed that they would recommend the school.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Leading Domain</p> <p><i>Element: Management Practices and Processes</i></p> <p>Focus theme: Community Satisfaction (SG)</p>	<p>Self-assessment against the School Excellence Framework shows the element of Management Practices and Processes and the focus theme Community Satisfaction to be Delivering.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$166,653.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyee 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to assist students with additional learning needs • SLSO staff released for targeted professional learning each week. <p>The allocation of this funding has resulted in: Each class having access to an SLSO to support students in their learning. The capacity of SLSOs to support at an individual level was enhanced through weekly professional learning on how to best cater for students with targeted needs. Mini-Lit intervention was delivered to 28 identified students, with every student improving in their understanding of literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: SLSO roles and responsibilities will be refined with a stronger focus on providing support based on student data and need. SLSO targeted professional learning, based on our improvement initiatives, will continue to be delivered.</p>
<p>Socio-economic background</p> <p>\$221,869.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyee 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"> • Personalised Learning • Wellbeing • Community Voice and Engagement • Evidence-based Teaching • Collaborative and Reflective Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional Learning and Support Teacher to support intervention program implementation. • staff release to provided professional learning on data use and participate in student data talks. • access to specialist resources for the teaching and learning mathematics. • Staff release to assess and analyse student growth in mathematics. • Staff release to create and monitor the achievement of goals in Personalised Learning Pathways and programs. • employment of external providers to deliver specialist sporting programs in order to release teachers for professional learning. • employment of external providers to implement 'Mindfulness' in every classroom. • release of funds to ensure equitable access to school programs and opportunities. <p>The allocation of this funding has resulted in: Greater access to specialised staff for students in need, and an increase in teaching resources for equitable access. Teachers have a greater understanding of teaching at point of need. The school's measure of growth in both reading and numeracy shows an increase of student achieving at or</p>

<p>Socio-economic background</p> <p>\$221,869.61</p>	<p>above expected growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment of APCI to work with specialist staff and teachers to increase understanding of data analysis and 'where to next' for students.</p>
<p>Aboriginal background</p> <p>\$31,731.37</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyee 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"> • Personalised Learning • Wellbeing • Community Voice and Engagement • High Impact Professional Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to undertake Aboriginal professional learning. • engaging Aboriginal mentoring group to implement Aboriginal program at school for students. <p>The allocation of this funding has resulted in: All Aboriginal students in Year 3 and Year 5 achieved in the top three bands in NAPLAN. Through involvement in mentoring sessions, all students gained a deeper understanding of Aboriginal heritage and culture. Survey results indicate that all teachers reported a greater understanding of Aboriginal histories and culture and every teacher identified opportunities to embed Aboriginal histories and culture into their teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of Aboriginal mentoring with a closer connection to community and the embedding of Aboriginal perspectives throughout teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$105,439.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyee 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"> • Personalised Learning <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 • engaging a learning and support teacher (0.7 FTE) to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with a greater number of students having access to targeted support.</p>

<p>Low level adjustment for disability</p> <p>\$105,439.28</p>	<p>After evaluation, the next steps to support our students with this funding will be: Targeted intervention will be further refined for identified students based on data and student needs.</p>
<p>Literacy and numeracy</p> <p>\$23,201.32</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyee 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Additional targeted support in the area of numeracy in every classroom. The 2021 Term 4 Check-in assessments show our students performing above similar schools in both reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide additional targeted support for identified students.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wyee Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Evidence-based Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to lead analysis of data and professional learning, and the use of Teaching Sprints <p>The allocation of this funding has resulted in: The percentage of students achieving in the top two bands in Year 3 and Year 5 in numeracy has increased, as has the percentage of students in the top two bands in reading in Year 3. Year 5 achieved a similar percentage in the top two bands from 2019 to 2021 (NAPLAN did not take place in 2020).</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$35,989.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyee 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"> • Wellbeing <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 refine attendance practices <p>The allocation of this funding has resulted in: Students placed on an individual student support plan showing an increased attendance of 20% on average with 17% improvement in explained</p>

<p>QTSS release</p> <p>\$35,989.88</p>	<p>absences for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further refinement of attendance procedures and practices including the monitoring and reporting of improvement.</p>
<p>COVID ILSP</p> <p>\$156,349.69</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. • providing targeted, explicit instruction for student groups in literacy/numeracy relevant to their specific need. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving their personal learning goals with 78% of students making progress as a result of the literacy and numeracy interventions.</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. Utilise PLAN 2 in monitoring student progress across K-6. Continue to involve COVID ILSP interventionists into 5 weekly data talks with classroom teachers and SLSOs to discuss student progress and evaluate interventions.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	101	110	92	69
Girls	103	101	99	98

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	95.2	92.6	94.2
1	90.5	93.2	94	90.7
2	92.6	93.8	92	93.9
3	93.4	91.5	89.7	90.8
4	93.9	93.9	83.6	93.6
5	89.7	93.5	91.8	89.7
6	91.5	90.9	89	93.7
All Years	92.3	93.4	90.7	92.5
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.92
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	312,499
Revenue	2,750,765
Appropriation	2,698,376
Sale of Goods and Services	19,614
Grants and contributions	31,846
Investment income	130
Other revenue	800
Expenses	-2,624,858
Employee related	-2,346,257
Operating expenses	-278,601
Surplus / deficit for the year	125,907
Closing Balance	438,406

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	166,653
Equity Total	359,040
Equity - Aboriginal	31,731
Equity - Socio-economic	221,870
Equity - Language	0
Equity - Disability	105,439
Base Total	1,462,666
Base - Per Capita	47,085
Base - Location	0
Base - Other	1,415,581
Other Total	220,538
Grand Total	2,208,897

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

In 2021, 56 students in Years 4, 5 and 6 completed the Tell Them From Me survey. The survey included questions relating to learning, wellbeing, behaviour and positive relationships. In some questions, students selected a score out of 10 to indicate how well they believed the school was performing. The report the school receives includes the average school score with a breakdown under each year group, as well as the average score across the state. Some questions report on the percentage of students who agreed or disagreed with a statement.

Of the students surveyed, 80% felt a sense of pride in attending Wyee Public School, 55% felt a positive sense of belonging with students feeling that they had someone at the school who provided encouragement and who they could turn to for advice (school 8.3, state 7.7). In regards to behaviour, 89% felt that the majority of students displayed positive behaviour with 77% feeling they had not been subjected to any form of bullying (state 64%). There was a feeling amongst the majority of students surveyed that there were high expectations for success (school 8.6, state 8.7) and that there was a positive learning climate (school 6.9, state 7.2). When asked whether they felt they had a voice and were listened to at school, 96% said yes and 83% of students said they felt engaged and challenged. In regards to our Aboriginal students who were surveyed, 80% felt good about their culture with 90% feeling that teachers have a good understanding of their culture.

The school sought the opinions of all parents through the Partners in Learning Survey. The school had 16 responses. The survey included seven key areas and in each of these, parents selected a score out of 10 to indicate how well they believed the school was performing. The report that the school receives includes the school score as well as the average score across the state. In all seven key areas the school performed above the state.

The majority of parents see the school as a welcoming place (school 8.0, state 7.4) with helpful administrative staff (9.2) and teachers who are easy to speak to (8.6). Parents feel informed (school 7.7, state 6.6) and feel the reports are written in terms they can understand (8.1). In the survey, parents recognised that the school supports learning (school 8.1, state 7.3) and acknowledged that teachers show an interest in their child's work (8.4) and encourage their children to do their best work (8.6). When asked if parents felt that their child was challenged at an appropriate level, 94% agreed. They recognised the school's support of positive behaviour (school 8.4, state 7.7) and acknowledged the school as being inclusive (school 8.2, state 6.7) and a safe place to learn (school 7.9, state 7.4).

Teachers completed the Focus on Learning Survey which represents a total of 8 respondents. The survey focuses on two complementary areas being effective schools, and classroom and school practices. As with the student and parent surveys, teachers selected a score out of 10 to indicate how well they believed the school was performing. The report also includes the average score across the state. Some questions report on the percent of agreement to statements. In all areas the school is performing above the state.

Teachers acknowledged the strength of the leadership at the school (school 8.0, state 7.1) with many acknowledging the guidance and support provided (8.9). In the area of collaboration (school 8.3, state 7.8) teachers worked with others to develop teaching and learning programs (7.8), discuss strategies that increase student engagement (8.6) and discuss learning needs of students with other teachers (9.4). Teachers identified the presence of a strong learning culture at the school (school 8.3, state 8.0) with high expectations (9.4) and a focus on individual student progress (9.2). They also acknowledged the school as inclusive (school 8.8, state 8.2) with a particular focus of supporting students with particular learning needs (9.4). They acknowledged discussing learning goals for each lesson with students as particularly important to their practice (8.9) but have identified providing written feedback as an area to strengthen (5.6). Our work with data informed practice (school 8.4, state 7.8) shows teachers using assessment to build understanding of where students are having difficulties in their learning (9.4). Teachers are using assessment tasks to discuss with students where common mistakes are being made (8.3) and are using this information to inform lesson planning (9.1). When reflecting on the strength of teaching strategies (school 8.2, state 7.9), written feedback was again identified as an area for improvement (5.0). This was also identified as a need in the quality feedback section (5.6). In the area of technology use (school 6.8, state 6.7) two particular areas sat well below that of state. These were using technology to provide immediate feedback to students on their learning (4.7) and students using technology to track progress towards their goals (4.4). In regards to supporting the learning of Aboriginal students, 63% of teachers felt they have the knowledge required to engage with students on Aboriginal culture and histories with 75% feeling confident in their ability to meet learning needs.

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.