

2021 Annual Report

Wyong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Wyong 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

Wyong Public School is dedicated to implementing evidence-based practices and developing all students as continuous, flexible learners. Together we provide academic and wellbeing support for the pursuit of excellence. Our school promotes productive citizenship, collaboration and diversity.

School context

Wyong Public School has a focus on quality teaching and learning to improve student learning outcomes. School priorities include literacy, numeracy, building leadership, increasing engagement through technology and opportunities in sports and the creative and performing arts. The school has a strong student wellbeing program.

The school is located on the Central Coast and our students represent a wide range of backgrounds. Wyong PS has approximately 460 students with 21 classes including two Opportunity Classes, two Multi Category classes and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into grade groups to maximise student learning.

Our school funding in equity and tied funding is used to support all students in the classroom with an off-class, school-funded Deputy Principal, Highly Accomplished Lead Teacher, Instructional Leader Literacy, Assistant Principal Wellbeing and additional support staff, including SLSO staff. These funds are also used strategically to provide additional training and development for all staff.

We work closely with the Wyong Learning Community of schools, collaborating for school transition, sports, music, Education Week and professional learning opportunities for staff, including AVID.

Wyong Public School is a proud member of the Local Ngara AECG. We have very strong connections to the local Aboriginal community and families. Our current Aboriginal population of 116 students are well supported by an Aboriginal Education Officer, SLSOs and LASTs. We include all students in learning Aboriginal perspectives in the classroom and in acknowledging or celebrating culturally significant days.

The school works in partnership with the Schools as Community Centre (SACC) on our school site that provides many services and programs for 0-8 years families and children. Our school has an active group of Parents and Citizens who support school programs and make time to meet, raise additional funds for acquisitions and attend the uniform shop. The school has a small sponsorship with Brian Hilton Toyota, L.J. Hooker Real Estate and QBD Bookstore.

Findings from our situational analysis drive our strategic directions for the next 4 years.. Our Strategic Directions include:

- Student Growth and Attainment*
- Differentiation*
- Wellbeing*

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

Strategic Direction 1: Student growth and attainment

Purpose

To have high expectations for all students that meet identified growth and attainment targets and to refine data driven teaching practices that are responsive to student learning needs.

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.

- K-6 Critical Reading
- K-6 Numeracy Project

Resources allocated to this strategic direction

Professional learning: \$28,860.00

Socio-economic background: \$224,770.00

QTSS release: \$95,000.00

Early Action for Success (EaFS): \$60,000.00

Integration funding support: \$167,520.00

Literacy and numeracy: \$2,400.00

Aboriginal background: \$158,661.00

Beginning teacher support: \$19,500.00

Summary of progress

During 2021, the school placed an emphasis upon the development of teacher skills in the effective analysis and use of data to develop and create effective learning programs that provided support for students to build upon their base skills in literacy and numeracy. This process placed an emphasis upon engagement with AVID strategies for students to access reading texts; and also a focus upon number sense and algebra in numeracy .

Teachers were supported by collaborative and mentoring processes, through the establishment of effective instructional leadership to build and refine an approach to using data to monitor and assess student progress, and to design future learning on a whole class, group and individual level. Professional learning supported the introduction of evidence-based strategies across the school with teachers implementing a range of assessment practices to inform the teaching and learning of critical reading skills. This led to the implementation of an approach to teaching and learning in literacy and numeracy that is increasingly whole-school, despite the impact of periods of learning from home for students. Teachers' learning programs are beginning to be more reflective of increased differentiated support for students across the school.

For this initiative, future areas for increased scrutiny will continue to be primarily related to providing a solid base for students K-2, particularly as they make the transition into 3-6, and a focus upon high impact professional learning will be further developed in 2022 and beyond. This process will be guided by the executive team leading an ongoing focus upon the use of data to inform teaching and learning, and increased collaborative practice. In conjunction with Strategic Directions 2 and 3, this will lead to ongoing improvement in both teaching practice across the school, and an improvement in student knowledge, academic growth and individual understanding.

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
<ul style="list-style-type: none">• Uplift of 3% from 33.19% in top 2 bands Reading to approach Lower Bound target of 38.3%.• Uplift of 3% from 29.45% in top 2 bands Numeracy to approach Lower Bound target of 33.9%.	<ul style="list-style-type: none">• The percentage of students in the top two bands for NAPLAN reading is 49.21%, which represents an uplift of 16.02% and is above the lower bound target of 38.3%.• The percentage of students in the top two bands for NAPLAN numeracy is 38.65%, which represents an uplift of 9.2% and is above the lower bound target of 33.9%.

<ul style="list-style-type: none"> • Uplift of 4% from baseline of 48.4% with expected growth in reading in upward trajectory in reaching 52.4%. • Uplift of 2% from baseline of 51.2% with expected growth in numeracy in upward trajectory in reaching lower bound target of 53.2%. 	<ul style="list-style-type: none"> • The percentage of students demonstrating expected growth for NAPLAN reading is 63%, which represents an uplift of 14.6% from the baseline, 48.4%. • The percentage of students demonstrating expected growth for NAPLAN numeracy is 49%, which represents a slight decrease from the baseline of 51.2%.
<ul style="list-style-type: none"> • Uplift of 3% of students achieving stage reading benchmarks for K-2. to 67%. • Uplift of 2% of 3-6 students achieving stage reading benchmarks at or above 71%. • Uplift of 2% of students achieving stage numeracy progressions for K-2 to 79.5%. • Uplift of 2% of students achieving sound or above in years 3-6 stage appropriate mathematical outcomes to 81%. 	<ul style="list-style-type: none"> • There is a decline of 23% in the number of students achieving stage reading benchmarks for K-2. The current value of students reaching these benchmarks is 44%. • There is a 6% uplift in reading benchmark targets for 3-6, equating to 77% of 3-6 students achieving reading benchmarks. • At the end of Semester 1 in 2021, 74.4% of Year 3-6 students achieved Sound or above, in relation to Years 3-6 mathematical outcomes.
<ul style="list-style-type: none"> • Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN reading from base line of 45.7% to 47%. • Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN numeracy from base line of 39.1% to 41% 	<ul style="list-style-type: none"> • The proportion of Aboriginal students achieving Top 3 bands in NAPLAN reading is 51.72%, which represents an uplift of 6.02% from the baseline data. • The proportion of Aboriginal students achieving Top 3 bands in NAPLAN reading is 20%, which represents a substantial decrease of 19.1% from the baseline data.

Strategic Direction 2: Differentiation

Purpose

To improve the educational opportunities of all students through explicitly focusing on differentiated practice to improve learning outcomes and opportunities 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.

- K-6 Writing Differentiation
- Learning Targets

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$94,000.00

Literacy and numeracy: \$8,000.00

Low level adjustment for disability: \$232,118.00

Socio-economic background: \$2,500.00

Professional learning: \$5,000.00

Early Action for Success (EaFS): \$140,000.00

Summary of progress

The school is making steady progress towards achieving the desired improvement measures, with year 3 writing identified as an ongoing area of concern. At the beginning of 2021, a focus upon high impact professional learning in writing was developed, with importance placed upon sentence structure and audience. This was underpinned by leading staff through the development of consistent teacher judgement across stages, which was particularly pertinent as a result of the number of new and early career teachers within the school. The principal and executive team collaborated closely with staff to ensure that school funded professional learning was linked to school targets, staff PDPs and the Australian Professional Standards for Teachers. Key assessment practices were developed in literacy and numeracy, which were utilised to adjust the curriculum according to students' points of need- informed by visible learning practices, learning intentions and success criteria (LISC). This enabled staff to work closely with students to identify areas for development and allowed structured goal setting sessions for students, in collaboration with their parents and teachers. Whilst the learning in 2021 was disrupted, which made it difficult to effectively develop learning partnerships with families, students are gradually acquiring the skills required to recognise and inform their own learning and progress.

For this initiative, future areas for increased focus will continue to be writing in the early years, visible thinking/ visible learning and student goal setting, underpinned by effective assessment processes for teachers that assist in providing point of need learning programs for students. A focus upon high impact professional learning will continue in 2022 and beyond, with an emphasis upon data informing teaching practice and effective learning and support processes.

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
<ul style="list-style-type: none">• Increase proportion of students achieving at or above expected growth for writing to the following levels:<ul style="list-style-type: none">• Year 5 to 54%.• Year 7 to 45%.	<ul style="list-style-type: none">• The number of Year 5 students achieving expected growth in NAPLAN writing is 60%.• The number of Year 7 students achieving expected growth in NAPLAN writing is 61%.
<ul style="list-style-type: none">• The proportion of Year 3 students in the top 3 NAPLAN bands for writing is 65%.• An uplift of Year 5 students in the top 3 NAPLAN bands for writing to 56%.	<ul style="list-style-type: none">• 60.5% of Year 3 students were represented in the top 3 bands for NAPLAN writing, which is 4.5% below this progress measure.• 65.4% of Year 5 students were represented in the top 3 bands for NAPLAN writing, which is 9.4% above this progress measure.
<ul style="list-style-type: none">• Build teaching capacity to develop	<ul style="list-style-type: none">• An increasing range of assessment strategies are utilised by K-6 staff.

<p>and apply assessment strategies in literacy and numeracy.</p> <ul style="list-style-type: none"> • Build Teacher capacity on collection and analysis of student data. 	<ul style="list-style-type: none"> • Effective data systems on student achievement and wellbeing are beginning to be implemented and accessed by teaching and administrative staff.
<ul style="list-style-type: none"> • S3 students master setting and monitoring SMART goals independently. • 100% of K-6 students have developed and achieved at least 3 learning goals per year. 	<ul style="list-style-type: none"> • An increasing number of Stage 3 students are setting and monitoring SMART goals. • 70% of students are, with support, achieving at least 3 learning goals per year.

Strategic Direction 3: Wellbeing

Purpose

To maximise the opportunities for all members of our school community to be fully engaged in all aspects of school life through supportive student wellbeing initiatives, data driven processes and community engagement.

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.

- LST Learning Support
- Productive Citizenship

Resources allocated to this strategic direction

Socio-economic background: \$208,412.00
English language proficiency: \$41,374.00
Consolidated Fund Carry Forward: \$146,898.00
Beginning teacher support: \$500.00
Flexible Funding for Wellbeing Services: \$1,000.00
Integration funding support: \$61,749.00

Summary of progress

During 2021, staff undertook professional learning related to emotion coaching and Trauma Informed Practice, to better support the students and community at Wyong Public School. This learning then supported staff to implement improved practice across Support Classes, with the vision that this practice will also be implemented school-wide. The Learning and Support processes within the school were also evaluated and these results informed a review and re-alignment of the way in which learning and support was accessed by students. Following this, the executive delivered professional learning regarding updated learning and support structures, referral processes and student wellbeing. As a result, a more streamlined approach to learning and support, informed by effective data collection and analysis processes, exists within the school. These processes also extended to student attendance, where staff were supported to undertake cyclic analysis of student attendance, along with an increased range of strategies to equip students and their families with an understanding of the importance of coming to school. This process was informed by the utilisation of the the Assistant Principal, Wellbeing to support monitoring of, and improvement in, attendance rates. Whilst the expected uplift in attendance rates did not occur, staff are undertaking a more informed approach to monitoring school attendance.

For this initiative, future areas for development will continue to focus upon increased attendance, with an emphasis upon developing connectedness for students and a structured support process for all students. The Wellbeing, Learning and Support, and Attendance teams will support staff to implement processes to promote belonging for students, along with effective intervention processes, underpinned by the Wellbeing framework for schools and a whole-school approach towards wellbeing.

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
• An uplift of 3% of students achieving 90% or above attendance from 76% attendance.	• Students attending school for at least 90% of the time is 57.7%. This represents a decrease of 18.3%.
• An uplift of 2% of students reporting positive wellbeing in the TTFM survey from 83%.	• The percentage of students reporting positive wellbeing at school is 79.2%, which represents a decrease of 3.8%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$229,269.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyong 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"> • K-6 Critical Reading • Productive Citizenship <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 • consultation with external providers for the implementation of differentiated learning and support, including academic and social and emotional outcomes • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Students with individual and complex learning needs are supported in the classroom academically and socially. Wellbeing needs of students, especially in the areas of social and emotional wellbeing are monitored and supported on a daily basis. Improved access to the curriculum for students experiencing difficulty in engaging in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to work closely with students to help them access the curriculum in classrooms, and engage productively with peers. Support will be provided by way of structured programs in the classroom and across the school to promote ongoing success for all students.</p>
<p>Literacy and numeracy</p> <p>\$10,400.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyong 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"> • K-6 Critical Reading • K-6 Writing Differentiation <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 • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Effective implementation of visual literacy processes, K-2, leading to an increased number of students reaching stage benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding is discontinued in 2022.</p>
<p>Professional learning</p> <p>\$33,860.00</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 Wyong Public School.</p>

<p>Professional learning</p> <p>\$33,860.00</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"> • K-6 Critical Reading • K-6 Numeracy Project • Learning Targets <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Students acquiring an understanding of key comprehension skills, along with growth in student results using internal assessment data, combined with sustained growth in the Reading aspect of NAPLAN Yr 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further embed the utilisation of critical reading skills 3-6, underpinned by ongoing collaboration with the Wyong Avid Learning Community.</p>
<p>Socio-economic background</p> <p>\$486,182.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong 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"> • K-6 Numeracy Project • Productive Citizenship • Learning Targets • LST Learning Support • K-6 Critical Reading • 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 to implement ongoing intervention to support identified students with additional needs • professional development of staff through High Impact Professional Learning to support student learning in Numeracy • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Increased engagement with Aboriginal students, family and community to implement and support equitable access to quality learning experiences. Teachers at Wyong PS are developing an ever-increasing range of high impact strategies for literacy and numeracy skill development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to increase engagement and support for the Aboriginal community. Ongoing High Impact Professional Learning for teachers to support ongoing growth in developing effective literacy and numeracy programs.</p>
<p>Aboriginal background</p> <p>\$158,661.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong 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</p>

<p>Aboriginal background</p> <p>\$158,661.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • K-6 Numeracy Project <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: 43% of Aboriginal students are represented in the top 3 bands for NAPLAN. Effective PLP's, informed by consultation and ongoing monitoring and review. Staff are beginning to more effectively implement Aboriginal perspectives across the curriculum, informed by input from specialist staff with local cultural knowledge. Staff attended Connecting to Country to help enhance understanding of culture and country.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase the targeted support to students, to further build upon the number of Aboriginal students being represented in the top three NAPLAN bands. Continue to establish and build upon relationships with Aboriginal students and their families through a team-based approach to Aboriginal education and ongoing support.</p>
<p>English language proficiency</p> <p>\$41,374.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyong 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"> • LST Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: The implementation of an EAL/D program supporting students in the Beginning, Emerging and Developing phases on the EAL/D Learning Progression. These targeted EAL/D students received support through individual and small group English lessons twice weekly with a qualified and experienced EAL/D teacher. Students developed skills in speaking, listening, reading and writing so that they could participate in all class learning activities with increased success.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support for teachers in transitioning EAL/D students to new settings. Continued development for the acquisition of key language and reading skills to support EAL/D students to effectively access the curriculum. Further building upon support networks for EAL/D students and their families.</p>
<p>Low level adjustment for disability</p> <p>\$248,118.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$248,118.00</p>	<p>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"> • Learning Targets • K-6 Writing Differentiation • 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 • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: K-6 staff utilising consistent teacher judgement to deliver support and explicit teaching in writing. High impact professional learning delivered to build staff capacity in teaching, monitoring and assessing writing. Increased engagement with families that delivered greater support and ongoing monitoring, tailored support and assessment of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued professional learning to increase teacher capacity to deliver explicit teaching and learning in writing. Continue to utilise additional staff to support the ongoing acquisition of skills for students requiring additional support.</p>
<p>School support allocation (principal support)</p> <p>\$25,000.00</p>	<p>School support allocation funding is provided to support the principal at Wyong Public School with administrative duties and reduce the administrative workload.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employment of business manager. <p>The allocation of this funding has resulted in: Streamlined school administrative processes within and across the school, including those related to WHS, assets and mandatory training.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build upon and refine administrative processes that develop effective school-wide systems and practice.</p>
<p>Early Action for Success (EAfS)</p> <p>\$200,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wyong 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"> • K-6 Critical Reading • Learning Targets

<p>Early Action for Success (EAfS)</p> <p>\$200,000.00</p>	<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 support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: IL supporting teachers and support staff to access and implement the ongoing development and refinement of questioning techniques to enhance learning experiences within the classroom. Increased data literacy and data analysis skills for staff. Ongoing development of staff capacity and skills in utilising the learning progressions to inform student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be discontinued in 2022.</p>
<p>QTSS release</p> <p>\$95,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyong 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"> • K-6 Critical Reading • K-6 Numeracy Project <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Executive guided PL to build capacity in vocabulary, writing, AVID implementation and teaching number sense and algebra. Explicit teaching in small groups was delivered, utilising point of need, targeted support in classrooms; Staff were guided to measure progress utilising the Learning Progressions to inform practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further development of Professional Learning in Vocabulary is required due to its strong connections with skill acquisition in reading and comprehension. Continued professional learning for staff in utilising the learning progressions to monitor student learning. Increasing staff professional learning and development in relation to number sense, and fluency in mathematics.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wyong 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>

<p>Literacy and numeracy intervention</p> <p>\$94,000.00</p>	<ul style="list-style-type: none"> • K-6 Writing Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Ongoing skill development for staff in effective literacy and numeracy practice, with a focus upon early reading, writing and number sense. A sustained focus upon collaborative practice that supports effective assessment practices and consistent teacher judgement. Teacher professional learning implemented to support teacher use of learning intentions and success criteria to raise expectations for students. School learning support officers upskilled to provide them with an ability to effectively support in-class programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise and up-skill all staff, underpinned by intensive and extensive support from Assistant Principal(s), Curriculum and Instruction. Further embedding of mentoring and support processes within classrooms, with a particular focus upon collegial practice related to the explicit teaching of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$291,557.00</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"> • 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 • release of staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups. <p>The allocation of this funding has resulted in: An increased number of students reaching stage benchmarks. Increased opportunities for staff collaborative data talks to inform directions based upon post-period evaluations. Increased opportunities for staff to engage with learning support processes and implement effective personalised learning pathways for students. Established intervention processes to meet student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build upon teacher capacity in utilising effective practices to build upon students' skill acquisition. Ongoing refinement of skills for School Learning Support Officers, so that they may continue to support intervention processes across the school.</p>
<p>Per capita</p> <p>\$120,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wyong 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>Per capita</p> <p>\$120,000.00</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional employment of General Assistant and administrative support staff • Purchase of Educational Resources <p>The allocation of this funding has resulted in: Students supported by the school to purchase uniforms and educational resources. Upgrades to school resources, amenities and equipment. Additional supports for students to attend excursions and special programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide students with resources and equipment to support their learning. Ongoing upgrades to, and maintenance of, grounds and equipment.</p>
<p>Consolidated Fund Carry Forward</p> <p>\$146,898.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wyong 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"> • LST Learning Support <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Employment of a Assistant Principal, Wellbeing <p>The allocation of this funding has resulted in: Improved programs for students and families requiring additional support. Meaningful connections with external providers and our school community, in conjunction with the SaCC.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increase partnerships with external providers and support structures for students and their families, through ongoing employment of the Assistant Principal wellbeing. Ongoing playground and equipment upgrades.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	241	253	246	250
Girls	220	219	223	212

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.3	92.3	91.4	87.9
1	92.4	91.5	90.8	89.2
2	92.3	92.1	88.6	88.2
3	93.1	90.4	91.2	85.1
4	90.7	91.2	89.4	89.3
5	93.1	92	93.1	88.9
6	92.7	91.2	91.3	90.2
All Years	92.5	91.6	91	88.5
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)	6
Classroom Teacher(s)	18.6
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Administration and Support Staff	7.48

*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	645,162
Revenue	6,602,840
Appropriation	6,328,591
Sale of Goods and Services	669
Grants and contributions	273,446
Investment income	133
Expenses	-6,976,569
Employee related	-6,154,246
Operating expenses	-822,323
Surplus / deficit for the year	-373,730
Closing Balance	271,432

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	229,269
Equity Total	1,087,215
Equity - Aboriginal	164,564
Equity - Socio-economic	613,560
Equity - Language	41,374
Equity - Disability	267,717
Base Total	3,787,070
Base - Per Capita	120,068
Base - Location	0
Base - Other	3,667,001
Other Total	759,337
Grand Total	5,862,890

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 Survey

A variety of extra curricular activities were provided in 2021, with a large proportion of students involved in Sport, the Creative Arts and other activities. 71% of our students actively engaged with these initiatives, below the NSW Government Norm (NSW Govt Norm) of 89%. With 64% of students feeling a sense of belonging (NSW Govt Norm 81%), moving forward, a significant focus for our school will be on student engagement and positive student relationships. This is further reinforced by the fact that 59% of students are interested and motivated, which is well below the NSW Govt Norm of 78%. 90% percent of our students value school outcomes and 83% of our students have positive behaviours (NSW Govt Norm 83%). Our students indicated that we are just under the NSW Govt Norm for bullying (35%, NSW Govt Norm 36%) and also just below for advocacy. Three quarters of students feel that they have someone at school who consistently provides encouragement and can be turned to for advice (7.5 School, 7.7 NSW Govt Norm). Student wellbeing will continue to be a priority in 2022, with the continuation of the development of a whole-school approach to wellbeing underpinning work in this area.

Parent Satisfaction and Teacher Satisfaction

Teacher satisfaction surveys were not completed in 2021.

Parent satisfaction was difficult to seek, due to disruptions throughout the year and also as a result of an historical lack of uptake using the *Tell Them from Me* platform. Parent feedback came from a very small sample area in relation to school population, using school-generated questions as follows:

I was well-informed about school activities. 66.6% of respondents *Agreed*, whilst 33.3% were *Neutral*

Our family felt well-supported while learning from home. 66.6% of respondents *Agreed*, 33.3% were *Neutral*

My child's teachers encouraged them to do their best work. 66.6% of respondents *Agreed*, whilst 33.3% were *Neutral*

Wyong Public School supported students to develop positive friendships. 66.6% of respondents *Agreed*, whilst 33.3% were *Neutral*

My child had a clear understanding of the expectations for behaviour while at school. 33.3% of respondents *Strongly Agreed*, 33.3% *Agreed* and 33.3% responded, *Neutral*

My child was supported by the school to develop positive interpersonal skills and build upon their personal attributes. 33.3% of respondents *Strongly Agreed*, whilst 66.6% responded, *Neutral*

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.