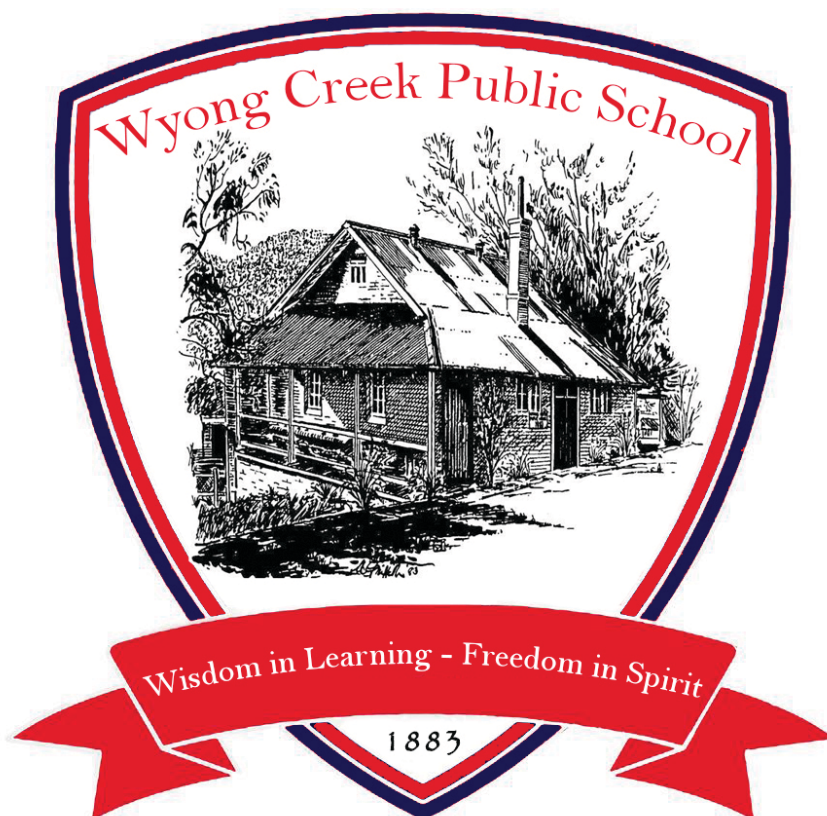# 2021 Annual Report

Wyong Creek Public School

3528

Introduction

The Annual Report for 2021 is provided to the community of Wyong Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

At Wyong Creek Public School a holistic approach to learning fosters a culture of resilient and creative learners. We aim to equip all members with the skills to achieve excellence in key learning areas and enhance our local community.

School context

Wyong Creek Public School is a small school established in 1883 and has a current enrollment of 81 enrollments, including 2 Aboriginal students.

The school is located in a rural setting on the Central Coast of New South Wales and is a proud member of the Wyong Learning Community. Wyong Creek Public School values community engagement and is a highly regarded school which celebrates students' strengths and is reinforced by our school motto on a daily basis "Wisdom in learning. Freedom in spirit".

Wyong Creek Public School has a mix of experienced and early career teachers. The school values its community. Our family and friendly feel, is focused on maintaining and building strong partnerships with staff, parents and students and is well supported by an active Parents and Citizens' Association.

A strong focus is on the delivery of quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, STEM and Creative and Critical Thinking opportunities into teaching and learning which are major aspects of future school planning and improvement. The school provides programs to support student's well being and learning and support needs.

Students are encouraged to be self-motivated, creative and successful learners and engage in all aspects of school life. The school offers a variety of environmental programs and initiatives, band, creative and performing arts activities and sport, student leadership opportunities through our school leaders program and Peer Support. We are strengthening strong partnerships with our Aboriginal community and local Ngara AECG .

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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 maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Literacy strategy.
- Anita Chin Numeracy
- High Potential Students
- Aboriginal education

Resources allocated to this strategic direction

QTSS release: $9,400.00
Literacy and numeracy: $8,185.00
Professional learning: $6,400.00
Socio-economic background: $13,374.00
Integration funding support: $43,355.00
: $3,000.00
Aboriginal background: $2,458.00

Summary of progress

This strategic direction focused on Literacy, Numeracy, high potential students, and our Aboriginal Education programs. COVID restrictions severely interrupted the delivery of many of our key initiatives, however, we continued to implement our multi lit & mini lit strategies to raise the literacy levels of our targeted students. This was completed successfully through the training of staff, withdrawal of students, and face-to-face zoom instruction during the lockdown. Jolly phonics K-2 was implemented as in previous years but was not reformed in the way that we had planned due to the uncertainty of the year. The program was implemented at a minimum level using home learning packs. In Numeracy, Anita Chin continued to be our focus. We implemented the successful elements from the past but due to home learning were unable to implement individualised reforms planned such as formative assessments, CTJ opportunities, and success criteria. We were also unable to visit schools as planned. Staff were all trained in Quality Teaching Rounds however now classroom visits took place. Our Reconciliation plan was written and endorsed the local AECG and we employed an Aboriginal Teacher to assist us in embedding cultural awareness in our school.

The impact of our strategy was that all of our Stage 1 students achieved stage markers in phonemic awareness through quality implementation of the mininilit program. Classes check-in assessments achieved a minimum 10% higher in check in assessment, as compared to SSGs and state numeracy as a result of our Anita Chin programming strategies.. Effective and supportive teacher programs were also evident as a direct result of training in Anita Chin strategies.

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% or more of students achieving in the top 2 bands of numeracy from 35.5% to 38.8% or more. • An uplift of 3% or more of students achieving in the top 2 bands of reading from 46.9% to 52.8% or more.	• In the top two bands Numeracy, we have achieved 50% which is 14.5% above our baseline of 35.5% • In the top two bands Reading, we have achieved 69.23% which is 22.33% above our baseline of 46.9%
NAPLAN growth as measured by School Excellence Framework:	• The current trend is on an upward trajectory toward Excelling, now at Sustaining and Growing.

• Value added data in Scout for K-3 in an upward trajectory towards excelling. • Value added data in Scout for Years 3-5 moves in upward trajectory towards Excelling. • Value added data in Scout for Years 5-7 moves in an upward trajectory towards Excelling.	• The current trend is at Delivering. • The current trend is on an upward trajectory toward Excelling, now at Sustaining and Growing.
Collection of evidence and data is demonstrating; • Data skills and Use moving towards Sustaining and Growing. • Student Performance Measures - Value Add moving towards Sustaining and Growing. • Student Performance Measures - NAPLAN to remain at Excelling. • Student Performance Measures - Internal and External Measures against Syllabus Standards to remain at Excelling.	• Data Skills and Use is Delivering. • Student performance measures. Value-adding is Delivering. • Student performance measures is Excelling. • Student performance measures internal and external measures is Excelling.
Gathering PAT baseline data.	Due to COVID PAT testing was not undertaken and check-in assessment will supersede PAT as of 2022.

Strategic Direction 2: Expert staff with high expectations.

Purpose

To facilitate our school's focus on sharing curriculum knowledge, data informed practices and feedback where growth and achievement are evaluated and celebrated, quality professional learning and high leverage evidence-based teaching strategies will form the foundation of teacher effectiveness and will inform school directions.

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.

- Principal Mentoring
- Quality Teaching Rounds
- Whole school assessment
- Peer support

Resources allocated to this strategic direction

School support allocation (principal support): $13,604.00
Low level adjustment for disability: $33,306.00
Professional learning: $1,674.00
QTSS release: $8,000.00
Literacy and numeracy: $1,500.00

Summary of progress

An extended period of homeschooling severely impacted the delivery of many of these programs and the training involved for these programs. Principal mentoring took on the role of guiding teachers in the best practice of remote learning and catering for students' individual needs during home learning. An intervention timetable was developed but not implemented due to COVID. Quality Teaching Rounds saw all teachers complete training but in classroom feedback sessions were not commenced. Peer support was planned and initiated but did not progress beyond the second lesson due to COVID restrictions. Check-in assessment was completed with teachers reviewing and evaluating summative assessment trends. Our spelling and phonics scope and sequence were put on hold when we were identified as an early adopter school of the new curriculum.

The impact of the above activities was that there continued to be Quality supportive practices that were adaptable enough to evolve when restrictions are in place and responsive enough to still identify and respond to individual student needs. The practice allowed support staff to play a lead role in the quality and consistent delivery of support practices.

Collective data analysis sessions have enabled whole school identification of teaching strategies, interventions, strengths, and areas of improvement to further enhance student performance.

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
• Students attending school 90% of the time above the baseline of 82.7% reaching the lower bound target of 86.7% • Students reporting "expectations for success, advocacy, and sense of belonging above the baseline baseline of 92.9% to reach a lower bound target of 94.7%.	Our actual attendance data has showed a drop of 15.48% from the baseline of 82.7%of students attending 90% of the time as a direct result of COVID. Student advocacy of school was not measured to remote learning.
The collection of evidence and data is demonstrating; • Curric-teaching and learning	• Curriculum-teaching and learning programs is at Sustaining and Growing. • Curriculum differentiation is at Sustaining and Growing. • Assessment-Formative assessment is at Sustaining and Growing.

programs to be above delivering. • Curriculum differentiation to be above delivering. • Assessment-Formative assessment. To be above delivering. • Assessment-Summative. To be above delivering • Learning and development-.collaberative practice and feedback to be above delivering. • Learning and development-.coaching and mentoring to be above delivering. • Effective classroom practice-Explicit teaching to be above delivering. • Effective classroom practice-Learning culture is working towards sustaining and growing.	• Assessment-Summative is at Sustaining and Growing. • Learning and development is at Sustaining and Growing. • Learning and development is at Sustaining and Growing. • Effective classroom practice is at Delivering • Effective classroom practice-Learning culture is working towards Sustaining and Growing.
Baseline TTFM data is collected.	Data not collected due to COVID.
Principal is trained in coaching and mentoring and time tables developed to work with teachers.	Time tables were developed and training was completed but not implemented to its fullest extent due to home learning.

Funding sources	Impact achieved this year
Integration funding support $43,355.00	Integration funding support (IFS) allocations support eligible students at Wyong Creek Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy strategy. **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of Minilit Program. **The allocation of this funding has resulted in:** The introduction of the minilit program led to 12 Stage 1 studendts recieving intensive reading intervention. The funding allowed the mini lit program to run seemlessly during home learning. The mini lit program lit program resulted in all stage one student achieving phonics based benchmarks as identified in the NSW DoE learning progressions. . **After evaluation, the next steps to support our students with this funding will be:** Due to the success of mini-lit his porgram is to be continued in 2022 as per 2021.
Socio-economic background $13,374.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy strategy. • Anita Chin Numeracy **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Anita Chin Numeracy to support student learning. **The allocation of this funding has resulted in:** This funding resulted in one staff member being trained as a school expert in Anita Chin Numeracy. This teacher was able to share her knowldge through the development of whole school numeracy strategy which was sgared with staff over 6 Professional Learning sessions. The impact of this strategy was that all stage 2 and 3 classrooms are demonstraing above SSG and staeachievement in numeracy term 4 2021 check in data (SSGYr 3 +9%, yr 4 + 4%, Yr 5 5% yr 6%. +6%) (State Yr 3 +8%, yr 4 + 4%, Yr 5 6% yr 6%. +7%) **After evaluation, the next steps to support our students with this funding will be:** In 2022 we are an early adopter school for the new curriculum. As such, throughout terms three and four we will be aligning our current numercay strategy with the requirements of the new curriculum.
Aboriginal background $2,458.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong Creek 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.

Aboriginal background $2,458.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Aboriginal education **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in:** Our school develeoped a comprehensive Reconciliation Action Plan that was thouroughly developed under consultation of our AECG and collaberation with local community members. The impact of this program was to increase the cultural capacity of our school staff and community. All staff reported that they felt supported and empowred to include cultural competences across all areas of the school in a cultural senitive and inclusive manner. **After evaluation, the next steps to support our students with this funding will be:** In 2022 we have employed an Aboriginal teacher to develop PLP's for each Aboriginal students. She will also be leading the embedding of cultural untersatnding into our curriculm. and be developing "nods to culture" situated around our school.
Low level adjustment for disability $33,306.00	Low level adjustment for disability equity loading provides support for students at Wyong Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Principal Mentoring • Whole school assessment **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 **The allocation of this funding has resulted in:** This funding resulted in Personalise Learning Pathways identified and reviewed for each student. This resulted in all students being tracked along the progressions allowing for responsive teaching and learning and faciliating effective feedback to students. **After evaluation, the next steps to support our students with this funding will be:** Through 2022 we have employed an APCI to monitor this program. Flexible funding will now be used to resource initiaves and allocate personell to releasestaff allowing them to work collaberatvely with the APCI.
Literacy and numeracy $9,685.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyong Creek Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Literacy and numeracy $9,685.00	**including:** • Literacy strategy. • High Potential Students • Whole school assessment **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • targeted professional learning to improve literacy and numeracy **The allocation of this funding has resulted in:** This funding being used to update all of our data collection and data analysis practices. Allowing all staff to have a clear picture of every students' abilities and areas for support. As a result of this funding all staff have reported an increase in their data literacy understanding abd ability to use data to inform practice. Resources have also been purchased to facilitate our implementation of the new literacy and numeracy curriculum. **After evaluation, the next steps to support our students with this funding will be:** Data practices will be reviewed with the decomission of outdated practices. Data collection and analysis throughout 2022 to be updated to fully support the new curriculum.
QTSS release $17,400.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyong Creek Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy strategy. • High Potential Students • Whole school assessment **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** A school literacy strategy that is inclusive of all students and departmental requirements. We are implenting a curriculum that is reflective of current phonics based research and supports teachers in planning and implementing latest best practice in this area. We supported students with learning needs through oir multilit program and specialist teachers while supporting high achieving studentts through targetted intervention and differentiated teaching. **After evaluation, the next steps to support our students with this funding will be:** Deliver PL for all staff on using Multilit to achieve school improvement in syllabus outcomes.
COVID ILSP $44,249.91	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

COVID ILSP	• Other funded activities
$44,249.91	**Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in:** A focus on phonemic awareness undertaken amongst our stage 1 students. This instructuion has resulted in all stusdents demonstrated a minimum growth of 22 percentage points and a maximum growth of 37 percentage points when assesed using maclit programs. **After evaluation, the next steps to support our students with this funding will be:** Throughout 2022 the minilit program will continue and be expanded to incorperate Stage 2 students.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	51	50	47	41
Girls	33	41	38	38

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.5	93.7	91.2	96
1	91.5	95	95.9	91.6
2	96	94	96.3	89.5
3	95.3	92.6	93.1	93.4
4	93.3	89.2	95.3	92.5
5	97	91.7	91.1	91.5
6	91.4	93.4	94	93.3
All Years	94.6	92.8	94	92.7
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
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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.

Wyong Creek Public School 3528 (2021)

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	141,798
Revenue	1,051,878
Appropriation	992,738
Sale of Goods and Services	914
Grants and contributions	57,344
Investment income	83
Other revenue	800
Expenses	-1,087,333
Employee related	-892,845
Operating expenses	-194,488
Surplus / deficit for the year	-35,454
Closing Balance	106,344

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	28,836
Equity Total	49,139
Equity - Aboriginal	2,458
Equity - Socio-economic	13,374
Equity - Language	0
Equity - Disability	33,307
Base Total	814,733
Base - Per Capita	20,954
Base - Location	0
Base - Other	793,779
Other Total	29,380
Grand Total	922,087

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

To inform the school improvement agenda staff were surveyed and focus groups conducted, the community engaged in a post home learning poll. Tell The From Me Surveys were not conducted as we believed the data would be skewed after two years of interrupted learning.

Staff focus groups findings:

* Staff value the collaborative opportunities that are strategically planned though professional learning and staff possess a mindfulness and willingness to share and learn with and through each other. Staff indicated that they would like the 2021 collaborative practices to remain to allow deep dive and understanding of practices. Focus groups indicated instructional leadership and in class professional learning and sharing needs to be expanded. They indicated that collaborative practices can be hindered by the structure and number of staff, time poor and often imposed compliance, timetabling and competing team agendas which can hinder the potential of collaboration across the school.

* Staff focus groups indicated that there were lots of opportunities to engage in evaluative practices including data talks, Consistent Teacher Judgement (CTJ), NAPLAN analysis, SCOUT, surveys and analysis and the use of monitoring graphs. Staff indicated that lesson observation, mentoring opportunities and the Instructional Leadership program was valued, and evaluative practices occurred at a classroom level and requested more in future school planning. Staff indicated that professional learning and time were allocated to evaluative practices around data collation and analysis and school evaluation, however, felt at times more time was needed to be allocated to allow deeper understanding and to avoid evaluative practices becoming just compliance and administration. Additional compliance and administration (DoE imposed) also clashed with or took away from school milestone activity and teacher time. Staff indicated that a deeper understanding of learning progressions and the data would improve teaching and learning. Staff indicated the need to build time into school timetables for evaluative practices and data collection and analysis and develop school systems for curriculum units and scope and sequences. Finally, increasing feedback and sharing opportunities across classes.

* Focus groups indicated that time, casuals, money and timetabling are allocated to collaborative practice and evaluative practices. This includes Release from Face to Face, beginning teachers support and high-performance groups. The executive has strong planning, consistently reviewing financial resources to link to resourcing and professional learning. The school has improved use of software platforms and therefore has a systematic approach to collaborative and evaluative approaches through Sentral and PLAN2. Focus groups at times indicated conflicting team agendas, school staff numbers, time and spaces hinder collaboration and evaluative practices. Staff indicated strategic timetabling, technology resourcing, building on LAST Instructional Leader and Learning Support Team practices and spaces, expanding and mapping planning as opportunities for collaboration and continued professional learning. Finally, time to unpack data and analysis of data and teaching practices was noted as valuable and productive to staff.

The analysis of 2021 teacher surveys and focus groups in the areas of collaboration, evaluative practices and resource allocation indicate the following:

* Collaboration - Areas of strength indicated are our coaching and mentoring and shared decision making. Areas of opportunity are embedding collaboration and continuing to deepen our high impact professional learning.

* Evaluative Practice - Areas of strength indicate that there are systems in place for regular data collection, analysis and evidenced-based decision-making (classroom and school - wide). Areas of opportunity are improving regular evaluative practices to inform and trial new teaching strategies.

* Resource allocation - Areas of strength are time and available space for engaging in collaborative and evaluative practices. Moving forward, technology for data use and evaluation are identified as areas for improvement.

Staff school-based survey findings:

School based surveys indicate our biggest consideration for our next school plan are STEM, the use of data practices and visible learning in teaching and learning, continuing to meet student learning, engagement and wellbeing needs of all our students within our school structure and resources. In addition, any DoE policy and syllabus reforms that occur. Staff identified our professional learning, collaboration days which involved Consistent Teacher Judgement, learning progressions, writing, pedagogy development and learning as aspects that worked well. Staff identified instructional leadership as valuable and staff collegiality and high expectations as effective. Staff identified Positive Behaviour Learning, mentoring and professional learning on pedagogy as working and requested these to continue and remain the same or be expanded on. Staff surveys indicated that Release from Face to Face teaching needed to change, Science and Technology be taught in classes and the STEM process be embedded across all key learning areas. Staff indicated that more technology and STEM professional learning was required and that they needed to continue to have a deeper focus on curriculum and assessment. The staff indicated if possible, the school class structure should allow for as much collaboration as possible to improve and allow for greater collaboration and sharing in all areas.

Parent school poll results:

What the community see as strengths of Wyong Creek Public School:

* The classroom teacher's ability to help children learn according to their individual needs

* Parents are happy because their children are happy attending school

* Regular and open communication

What the community would like sustained at Wyong Creek Public School:

* Dedication, commitment and empathy of teachers towards the progress of children in their class

* Student engagement including making learning fun

*Student welfare - children are responding well to positive encouragement and reinforcement

Considerations for future directions in teaching, learning and wellbeing at Holgate Public School:

* Enhance and increase technology across the school

* Seek opportunities for funding to support student growth and development

* Ensure children are being prepared for life beyond Holgate Public School - emotionally, socially and academically

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.