

2021 Annual Report

Wyrallah Road Public School



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Introduction

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

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

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School vision

At Wyrallah Road Public School we focus on the development and delivery of high-quality teaching and learning programs to engage and inspire learning now and into the future. We strive to excel at creating learning environments that maintain high expectations and cater to the diverse needs of individual students. Strong partnerships with parents, communities and organisations are fostered and highly valued. Through collaborative and strategic planning, reflective practice, school evaluation, targeted professional learning and the Performance and Development Plan process, our commitment and focus is to improve every student, every teacher and every leader within our school every year.

School context

Wyrallah Road Public School, with an enrolment of 492 students (including 12% Aboriginal students), is located in Lismore, and proudly stands on the land of the Widjabal/Wiyabal people of the Bundjalung nation. Our school is a committed member of the Lismore Community of Schools which feeds into The Rivers Secondary College. We benefit from a supportive and active Parents and Citizens' Association, and an engaged Student Representative Council. Educational programs include Positive Behaviour for Learning, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school's reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

The school is an integral hub in the community of East Lismore, valuing and promoting strong partnerships with our families, the local community and educational networks. As guided by a highly diverse community, we aspire to provide high-quality and inclusive education for all. We have a valued, consultative partnership with the local Aboriginal Education Consultative Group, the Bundjalung Language Nest and the WRPS Aboriginal Community Team, embedding and celebrating culture within our school.

Specific and robust "Learning and Support" programs have been strengthened through increased expert staffing, professional learning and resourcing to support students with learning needs. In addition, a targeted program to cater to students impacted by the disruption of the COVID pandemic has been implemented to enhance the positive educational impact for these students.

The school has undertaken an extensive situational analysis to gather evidence to support judgments made against all elements of the School Excellence Framework (SEF). As a result, the following priorities have been identified:

- The school recognises the need to improve the overall attendance of Aboriginal students to secure attendance rates in line with non-Aboriginal students.
- The school recognises that it needs to focus on improving its Social Skills Program (developing a formal program of delivery and monitoring impact against baseline data).
- The school recognises the need to develop and implement a whole school tracking system to monitor the progress of every student. This will be aligned with Premier's Priorities.
- The school has identified the need to continue to develop high-quality teaching and learning programs targeting Premier's Priorities to increase the percentage of students achieving in the top two bands in Reading and Numeracy.
- The leadership team will maintain a focus on further embedding collaborative practices to facilitate continuous improvement of teaching and learning.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
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

Attainment: Strategies to address the school's Premier's Priority targets in Reading and Numeracy were identified in 2020. These practices require embedding and evaluating to ensure that the school remains on track to achieve the targets.

Growth: Achieve ongoing improvements in student outcomes across all year groups, reflecting a positive value-add trend.

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.

- Student Assessment Data
- Explicit Teaching
- Reading Improvement
- Numeracy Improvement
- Intensive Learning Programs

Resources allocated to this strategic direction

Socio-economic background: \$144,553.00

Low level adjustment for disability: \$169,434.00

English language proficiency: \$47,495.18

Literacy and numeracy: \$13,438.00

Literacy and numeracy intervention: \$94,179.00

QTSS release: \$34,830.00

Aboriginal background: \$13,075.00

Integration funding support: \$160,291.00

Summary of progress

Reading:

Conducted a review of teaching programs in the area of comprehension to gauge evidence and quality of explicit teaching strategies. This review was used to improve programming, teaching strategies and resources. After completing a review into this at the end of Term 3 it is apparent that there are many variations on how this looks across the school and within stage teams.

Data conversations didn't go as well as planned. Some teachers engaged in the process authentically and some teachers saw it as another job to add to their growing workload. Many of the teachers that did engage in the process didn't appear to make any significant changes to their teaching practice to improve learning outcomes for students. There was also a lot of discussion around how much emphasis was being put on the 'target' kids and how teachers were feeling like every child should be targeted and supported.

Ongoing data monitoring became an issue as there were problems with the spreadsheets containing school-based data and the functionality to deliver the data that was required to monitor reading progress. There are also different data sources from grade to grade and so no, one consistent data source can be used across the school to track reading progress across the K-6 cohort.

The Instructional Leadership model was making good progress and getting good traction when both teachers went on maternity leave throughout the year. Due to the lack of a suitable replacement teacher, the program was put on hold.

The data collected to show the progress made during small group instruction for Aboriginal students demonstrates that students have made little to no progress or their data shows they have gone backwards. The performance on external assessments such as Check-in assessments also shows negative growth in their performance from the beginning of the year to now.

Learning and Support programs were significantly interrupted as a result of home learning. SLSOs and L&S teachers attempted to connect with kids and continue with Maclit programs however the learning and support programs were not run during the learning from home period, significantly disrupting the support for underperforming students, especially in

reading.

In the next phase of this work, we will:

- More time needs to be invested in quality instruction in teaching reading, especially in the senior part of the school. Historically there has been a great focus on reading in the K-2 space with L3 being a focus for several years. The issue seems to be when students reach Year 3 and then don't continue to make progress at the expected rate. On average only 60% of students in Year 5 are making expected growth in reading in NAPLAN.
- Looking into current research-based approaches to teaching reading, especially for Years 3-6. SOR and other departmental-supported resources in the resource hub would be good to look into and complete PL for staff. K-2 will begin to look at the new K-2 English syllabus and look at the purchase of decodable texts.
- Activities, where teachers are accountable to each other and have the time to develop quality programs, appear to have more buy-in by all staff. The old L3 model, when done well, had a significant impact on student attainment in the K-2 space. Collecting and collating data for the sake of having data doesn't have a positive impact and teachers see it as a waste of their time.
- Use PLAN2 to track student data in Literacy.

Numeracy:

Years 3 and 5 have shown a 4.96% increase from 2019 baseline data in numeracy NAPLAN assessment. Numeracy has shown positive growth in the number of students performing in the Top 2 bands almost every year since 2010 and the school is sitting above the agreed lower bound for numeracy in 2021. Teachers and stage teams have put a lot of time into maths programming and ensuring a diverse range of activities for all students within teaching and learning programs. Inclusion of TEN, number talks, SENA and small support groups delivered by SLSOs and extension activities. Use of external programs to enhance teaching e.g. Mathletics. Year group classes have enabled teachers to drill down on content more specifically to the year they teach rather than having to cover the content for the entire stage. Year 4 2021 has shown positive growth in their overall cohort performance in Check-in assessment improving 5.2% from Term 2 to Term 4 and have moved from being 3.5% behind the state score to 3.5% ahead of them.

The number of Aboriginal students performing in the Top 3 bands in NAPLAN for numeracy has significantly declined since 2017. Recently stage teams have moved in different directions in relation to the scope and sequence they follow. All stage teams used to follow the North Coast Scope and Sequence however most stages have now moved away from this. This means that cross-stage classes have difficulty aligning their programming as different stages are teaching different content. School-based data collection is incomplete and assessment schedules have not been adhered to due in part to the disruption of learning from home. Essential Assessment has been used by Stage 3 and Stage 2 in some strands. Stage 1 has not utilised it as yet. Year 6 2021 has shown a downward trend in their overall cohort performance in Check-in Assessment decreasing 5.9% since Term 2, however, they are still outperforming the state and SSSG.

Data conversations didn't go as well as planned. Some teachers engaged in the process authentically and some teachers saw it as another job to add to their growing workload. Many of the teachers that did engage in the process didn't appear to make any significant changes to their teaching practice to improve learning outcomes for students. There was also a lot of discussion around how much emphasis was being put on the 'target' kids and how teachers were feeling like every child should be targeted and supported.

Ongoing data monitoring became an issue as there were problems with the spreadsheets containing school-based data and the functionality to deliver the data that was required to monitor reading progress. There are also different data sources from grade to grade and so no one consistent data source can be used across the school to track reading progress across the K-6 cohort.

Next Steps:

- Develop a school-wide scope and sequence and implement program development within stage teams, much like has been done with comprehension and writing. This could be completed in a way to provide a scaffold for teachers for each bank of lessons but also provide them with the scope and freedom to adjust their program relevant to student needs and data analysis at the point of time and need.
- Continue to implement processes that are working such as TEN. It would be beneficial for Stage 2 to share their learning around the metalanguage of maths with the entire staff as Professor Swan discusses the need to build on students' metalanguage knowledge throughout their K-6 schooling.
- Implement the departmental IfSR assessments in Number and place value and additive thinking as this could provide valuable data for teachers as would accessing the resources from the Department's resource hub.
- Continue with stage-focused PL and programming as well as ongoing data conversations and accountability to colleagues and students.
- Implementing a broader learning and support focus for numeracy could be of benefit for many underperforming students.
- Better use of current programs such as Mathletics in classrooms and the use of more consistent assessment strategies such as Essential assessment may provide a more focused and trackable approach to numeracy teaching.
- Use PLAN2 to track student data in Numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Achievement (a): Premier's Priority percentage of students achieving in the Top Two Bands Numeracy:</p> <p>2021 Lower Bound 36.5% Upper Bound 39.8%</p> <p><i>(Baseline 2019 Actual: 29.66%)</i></p> <p>Achievement (b): Premier's Priority percentage of students achieving in the Top Two Bands Reading:</p> <p>2021 Lower Bound 46.8% Upper Bound 50.2%</p> <p><i>(Baseline 2019 Actual: 38.78%)</i></p> <p>Achievement (c): Increase percentage of Aboriginal students achieving in the Top Three Bands Reading:</p> <p>2021 Lower Bound 62.08%</p> <p><i>(Baseline 2019 Actual: 46.15%)</i></p> <p>Achievement (d): Increase percentage of Aboriginal students achieving in the Top Three Bands Numeracy:</p> <p>2021 Lower Bound 65.38%</p> <p><i>(Baseline 2019 Actual: 53.85%)</i></p>	<p>Achievement (a): Premier's Priority percentage of students achieving in the Top Two Bands Numeracy:</p> <ul style="list-style-type: none"> In numeracy, 34.62% of students are in the top two skill bands indicating an increase of 4.96% against baseline data. <p>Achievement (b): Premier's Priority percentage of students achieving in the Top Two Bands Reading:</p> <ul style="list-style-type: none"> Data indicates 48.85% of students are in the top two skill bands for reading which is an increase of 10.7% against baseline data. <p>Achievement (c): Increase the percentage of Aboriginal students achieving in the Top Three Bands Reading:</p> <ul style="list-style-type: none"> 64.71% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target (of 62.08%). <p>Achievement (d): Increase the percentage of Aboriginal students achieving in the Top Three Bands Numeracy:</p> <ul style="list-style-type: none"> 43.75% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target (of 65.38%).
<p>Growth (a) Y3-5 Reading:</p> <p>2021 Lower Bound 71.2 Upper Bound 76.2</p> <p><i>(Baseline 2019 Actual: 55.36)</i></p> <p>Growth (b) Y3-5 Numeracy:</p> <p>2021 Lower Bound 65.5 Upper Bound 70.5</p> <p><i>(Baseline 2019 Actual: 61.82)</i></p>	<p>Growth (a) Y3-5 Reading:</p> <ul style="list-style-type: none"> The percentage of students achieving expected growth in reading decreased to 61.6% indicating progress yet to be seen toward the lower bound target. <p>Growth (b) Y3-5 Numeracy:</p> <ul style="list-style-type: none"> Percentage of students achieving expected growth in numeracy increased to 94.1% indicating achievement of the lower bound target.

Strategic Direction 2: Wellbeing

Purpose

Attendance of all students: Overall school student attendance rates are in line with State attendance averages. Increase the percentage of students with an overall attendance of 90% or above.

Attendance of Aboriginal students: Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander 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.

- Student Attendance and Engagement
- Strengthening Cultural Connections

Resources allocated to this strategic direction

Aboriginal background: \$47,950.00

Location: \$1,659.00

Summary of progress

Through the energetic and driven leadership of the Aboriginal Education Team, many opportunities and activities have been added to allow opportunities for students to become happy, engaged students who are strong in culture and have a sense of place and belonging at WRPS.

Staff have completed 8 Ways professional learning and professional learning about PLPs in Terms 3 and 4.

Limited time for primary students (Year 3-6) to engage in enrichment activities throughout the year due to home learning and the inability to mix cohorts across stage groups upon return from home learning has reduced the amount of time spent on enrichment by over half.

Although there are positive trends for whole school attendance, the attendance of Aboriginal students, particularly Aboriginal boys is of concern. There is also no clear whole-school communication around attendance and there is not a whole-school approach across the staff to ensure that attendance is everyone's business.

In the next phase of this work, we will:

- move towards developing a whole school attendance approach where teachers, parents and the community work together to support consistent and systematic processes that ensure student absences don't impact their learning outcomes (school excellence framework learning culture domain-attendance: excelling). This will involve developing current school processes and procedures, providing PL to staff around attendance, looking at extrinsic rewards for students and involving the parents and community in the process.
- share the finding from the Aboriginal education snapshot with key stakeholders and develop an implementation plan by the end of Term 1 2022.
- research and investigate a whole school well-being program to develop the kid's sense of belonging and build their resilience and growth mindset.

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
79% of students achieve attendance over 90% or over from baseline 73.5% (based on 2019 Scout data).	Overall students attending 90% and above have increased since 2019 baseline data in 2021 and whole school attendance is sitting at 77.6% which is 11.8% above the state, 17.6 % above the network and 5.6% above SSSGs (as of 8 December, 2021).

Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from baseline 3.6% (2020 school-based data) to less than 2.6%.

Reducing the gap between Aboriginal and non-Aboriginal students' attendance rates have declined from a baseline of 3.6% to a 5% gap currently. We have 33.9% of our Aboriginal students with declining attendance rates over the 12-month period. The male Aboriginal student population is 3.8% lower than the female attendance rate.

Strategic Direction 3: Feedback

Purpose

To further develop effective teacher and student feedback practices.

Initiatives

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

- Feedback Project
- Student Learning Goals

Resources allocated to this strategic direction

Summary of progress

This strategic direction is in the beginning phase of implementation as the focus was on Strategic Directions 1 and 2 in 2021. Some stage teams have begun to implement Learning Intentions and Success Criteria into their planning and programming documents in 2021. There are also some stage teams focusing on student learning goals, feedback and growth mindset as part of their stage-based PDP goal.

In the next phase of this work, we will:

- Explicit professional learning for teachers in regards to writing and implementing Learning Intentions and Success Criteria and providing varied and quality timely feedback to students.
- Develop a team of engaged, exemplar teachers across K-6 classrooms to collaborate on the development of resources, update programming to embed learning intentions and success criteria and model effective practice for colleagues.
- Embed learning intentions and success criteria into programming in identified curriculum areas K-6.
- Teacher release to observe quality practice and engage in dialogue with colleagues.
- Ascertain source and use student data to determine syllabus content areas to be set as a focus for individual learning goals and tracking of progress.
- Teachers will work with students to create individual learning goals in an age-appropriate method to aid retrieval and generate learning conversations.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Tell Them From Me Student Survey data indicates growth in student perceptions of explicit teaching practices and feedback to 7.3 (2020 Baseline 7.2)</p> <p><i>Tell Them From Me Staff Survey data indicates growth in capacity in:</i></p> <ul style="list-style-type: none">• Students receive feedback on their work that brings them closer to achieving their goals to 7.8 (2020 Baseline 7.7)	<p>2021 Tell Them From Me Survey data indicates that growth in students' perceptions of explicit teaching practices and feedback have increased from 7.2 (2020 baseline) to 7.3 in line with our anticipated target.</p> <p>Tell Them From Me Survey data was unable to be obtained from the staff survey as this was unable to be completed in 2021 due to COVID-19 restrictions and home learning interruptions.</p>
<p>Tell Them From Me Staff Survey data indicates growth in capacity to:</p> <ul style="list-style-type: none">• Help students to set challenging learning goals to 7.2 (2020 Baseline 7.1)• Students are very clear on what they	<p>Tell Them From Me Survey data was unable to be obtained from the staff survey as this was unable to be completed in 2021 due to COVID-19 restrictions and home learning interruptions.</p>

expected to learn 7.9 (2020 *Baseline*
7.8)

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,291.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyrallah Road 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"> • Intensive Learning Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * engaging additional teachers and SLSOs to assist with personalised learning and support for students in the classroom * providing release for classroom teachers to undertake professional learning related to the funded student * providing release for classroom teachers to evaluate and plan adjustments with parents, carers and other school staff * additional teacher time to plan and provide adjustments * providing adjustments for student learning, developed by the class teacher and implemented with the assistance of a school learning support officer * additional school learning support officer time to provide adjustments. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * providing ongoing professional learning to staff * engaging additional SLSOs to assist with personalised learning and support for students in their classroom * continue to support staff to develop Individual Education Plans in consultation with parents and other stakeholders.
<p>Socio-economic background</p> <p>\$144,553.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyrallah Road 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"> • Student Assessment Data • Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Through executive and stage teams, identify targeted data to monitor student progress in reading and numeracy. • Establish process and conduct collaborative conversations among teachers and with Stage Supervisor, Senior Executive and/or learning and support staff to interpret and act upon relevant student assessment information. • School Learning Support Officers employed to support the teaching of literacy in all Kindergarten and Year 1 classes. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * providing professional development for staff

<p>Socio-economic background</p> <p>\$144,553.00</p>	<ul style="list-style-type: none"> * employment of additional teachers to provide additional learning support in Literacy and Numeracy * Year 3 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Reading NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Spelling NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Writing NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Grammar and Punctuation NAPLAN results achieving above state and statistically similar school groups (SSSG) * number of students in Year 5 in the Top 2 NAPLAN bands in Reading has increased from 36.1% in 2019 to 39.4% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Writing has increased from 17.6% in 2019 to 23.4% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Spelling has increased from 37.6% in 2019 to 43.5% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Numeracy has increased from 29.8% in 2019 to 32.3% in 2021. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to engage with literacy and numeracy professional learning for staff through APC&I in 2022 * focus on familiarisation and planning for the new K-2 curriculum documents. Continue to support literacy in Kindergarten and Year 1 classrooms and also provide additional support in Kindergarten for Numeracy through the employment of SLSOs.
<p>Aboriginal background</p> <p>\$61,025.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyrallah Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Student Attendance and Engagement • Strengthening Cultural Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • community consultation and engagement to support the development of cultural competency. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * employment of Aboriginal SLSO to support literacy and numeracy performance of students * Year 3 Aboriginal students are outperforming non-Aboriginal students in NAPLAN Reading * employment of Aboriginal SLSO to facilitate improved community engagement, including the engagement of students and families in the Personalised Learning Pathways (PLP) process * Tell Them From Me data indicates that 87% of Aboriginal students feel good about their culture and 91% of students feel teachers understand their

<p>Aboriginal background</p> <p>\$61,025.00</p>	<p>culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to support the literacy and numeracy performance of Aboriginal students * develop a plan to implement the recommendations from the Aboriginal Education Snapshot completed in 2021.
<p>English language proficiency</p> <p>\$47,495.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyrallah Road 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"> • Student Assessment Data <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * additional support for EAL/D students * adjustment of explicit teaching by teachers after participating in data conversations. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continued withdrawal and in-class support for EAL/D students.
<p>Low level adjustment for disability</p> <p>\$169,434.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyrallah Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Programs • Student Assessment Data • Reading Improvement <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 • targeted students are provided with an evidence-based intervention Macqlit to increase learning outcomes. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the development of needs-based learning and support programs where Learning and Support teachers and SLSOs collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students * employment of additional staff to support teachers to differentiate the curriculum and develop classroom activities resulting in improvement for students with additional learning needs * all staff receiving training in the NCCD process and the L&ST providing support for classroom teachers to develop IEPs and complete the NCCD data collection * the school achieved a more consistent approach to student learning support and interventions. <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$169,434.00</p>	<p>funding will be:</p> <ul style="list-style-type: none"> * to further expand the impact of the learning and support team, the school will continue to provide additional support for identified students through the employment of SLSOs.
<p>Location</p> <p>\$1,659.00</p>	<p>The location funding allocation is provided to Wyrallah Road Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Attendance and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching of specialist subject areas. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * student assistance being, made available to support all students to attend excursions * technology resources to increase student engagement. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continuing to develop links with the Rivers P-12 community.
<p>Literacy and numeracy</p> <p>\$13,438.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyrallah Road 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in programming review and development for comprehension K-6. • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * providing professional development for staff * employment of additional teachers to provide additional learning support in Literacy and Numeracy * purchase of quality texts for use across the school * Year 6 comprehension performance in Check-in data shows a 7.8% increase * Year 3 Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Reading NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Spelling NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Writing NAPLAN results achieving above state and statistically similar school groups (SSSG) * Year 3 Grammar and Punctuation NAPLAN results achieving above state and statistically similar school groups (SSSG) * number of students in Year 5 in the Top 2 NAPLAN bands in Reading has increased from 36.1% in 2019 to 39.4% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Writing has

<p>Literacy and numeracy</p> <p>\$13,438.00</p>	<p>increased from 17.6% in 2019 to 23.4% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Spelling has increased from 37.6% in 2019 to 43.5% in 2021 * number of students in Year 5 in the Top 2 NAPLAN bands in Numeracy has increased from 29.8% in 2019 to 32.3% in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: * continue to develop quality literacy and numeracy programs across the school that align with the implementation of the new English and Maths syllabus document in 2023 and beyond * purchase of resources and programs to support the teaching of literacy and numeracy across the school eg. Soundwaves, Mathletics, Essential Assessment.</p>
<p>QTSS release</p> <p>\$34,830.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyrallah Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Reading Improvement • Numeracy Improvement </p> <p>Overview of activities partially or fully funded with this initiative funding include: <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 • 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. </p> <p>The allocation of this funding has resulted in: * additional staffing to support the programming and implementation of high-quality curriculum across the school * additional release time provided to assistant principals * implementation of high quality programs across the school eg TEN, Soundwaves.</p> <p>After evaluation, the next steps to support our students with this funding will be: * to continue to train K-2 staff in TEN each year.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wyrallah Road 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: <ul style="list-style-type: none"> • Explicit Teaching </p> <p>Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students </p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * a reduction of the percentage of students in Year 5 writing in the bottom 2 bands from 34% to 21% after the explicit teaching and instructional model was implemented focusing on rich texts and vocabulary development prior to writing. * employment of staff to lead quality explicit instruction in literacy and numeracy across the school providing modelled lessons and observations of teaching practice. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * engagement of additional teaching staff to extend the instructional model across the school * continued support and staffing of small group reading intervention programs.
<p>COVID ILSP</p> <p>\$205,516.26</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * employment of additional teachers to provide small group tuition * release staff to analyse school and student assessment data to identify students for and monitor the progress of small group tuition * release staff for data conversations to identify those students requiring extra support and assistance. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need * provide additional in-class support for students to continue to meet their personal learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	238	237	223	200
Girls	279	287	298	285

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	92.9	90.3	91.6
1	92.9	93.1	93	91.8
2	93.7	92.2	92.6	91.8
3	94.2	93.5	92.6	93.8
4	93.4	92.7	92.8	91.6
5	93.7	91.8	92.2	92.1
6	92	91.2	91.8	92.3
All Years	93.5	92.5	92.2	92.2
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.48
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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	949,758
Revenue	4,948,046
Appropriation	4,865,383
Sale of Goods and Services	2,799
Grants and contributions	79,043
Investment income	721
Other revenue	100
Expenses	-4,882,276
Employee related	-4,503,771
Operating expenses	-378,505
Surplus / deficit for the year	65,770
Closing Balance	1,015,527

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	160,291
Equity Total	422,200
Equity - Aboriginal	60,717
Equity - Socio-economic	144,553
Equity - Language	47,495
Equity - Disability	169,434
Base Total	3,469,862
Base - Per Capita	128,435
Base - Location	2,838
Base - Other	3,338,588
Other Total	421,280
Grand Total	4,473,633

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

Student satisfaction:

Students in Years 4, 5 and 6 completed the Tell Them From me survey in 2021.

Students have friends at school they can trust and who encourage them to make positive choices. This increased from 80% in 2020 to 82% in 2021.

Students that do not get in trouble at school for disruptive or inappropriate behaviour. This increased from 73% in 2020 to 82% in 2021.

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. This increased from 7.2 in 2020 to 7.3 in 2021.

Students understand there are clear rules and expectations for classroom behaviour. This increased from 6.0 in 2020 to 6.2 in 2021.

Staff satisfaction:

Staff were surveyed using the People Matter survey in 2021.

93% of people in my work group treat each other with respect. This increased 7% from 2020 to 2021 and was 12% above the sector results.

93% of staff said that in the last 12 months, they received feedback to help them improve their work. This increased 7% from 2020 to 2021 and 28% above the sector results.

93% of staff said there are people at work who care about me. This was an increase of 6% from 2020 to 2021 and was 9% above the sector results.

93% of staff said they understand what is expected of them to do well in their job. This was 8% above the sector results.

100% of staff felt comfortable notifying their manager if they became aware of any risks at work. This was 13% above sector results.

100% of staff have scheduled feedback conversations with their manager. This was 35% above sector results.

Senior managers provide clear direction for the future of the organisation was 18% above sector results.

Change is managed well in my organisation was 24% above sector results.

Parent satisfaction:

Unfortunately, due to COVID-19 restrictions parents were unable to be surveyed to provide formal feedback to the school in 2021. During the periods of Home Learning teachers, support staff and admin staff were in regular contact with families via phone, email, Seesaw, Google Classroom and Zoom. All anecdotal feedback provided by families indicated that they felt very supported and were very appreciative of the time given by staff to the students to support their learning.

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.