

2021 Annual Report

Wyoming Public School



4397

Introduction

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

Wyoming Public School is a dynamic community that provides educational excellence and nurtures resilient, empowered, creative and inspired learners.

School context

Wyoming Public School is located on Darkinjung traditional land on the Central Coast of New South Wales. It has a student enrolment of 363 students (Term 1, 2021) with 90 students identifying as having Aboriginal or Torres Strait Islander heritage and 58 students from a language background other than English.

Our seventeen classes are organised into both year and stage groups with three special education classes catering for students with mild- to moderate- intellectual disability or autism.

The school is well resourced, with funding for Aboriginal Education, socio-economic background, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers as part of the School Based Allocation Resource model (SBAR). In 2017, the school became an Early Action for Success School. Sustaining the data driven momentum of this program past its 2021 conclusion is imperative for continued improvement.

The school culture is one of inclusivity, resilience and collaboration with teachers, students and community working together to promote school excellence. We have well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2021 and beyond we look forward to maintaining strong ties with the Coinda Local Aboriginal Education Consultative Group (AECG).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

Student Growth and Attainment

Analysis of internal and external data, indicates that students are excelling in their growth from Kindergarten - Year 2, however they are not continuing on this trajectory into the attainment of the top 2 NAPLAN bands in Years 3 and 5. We are targeting our attention on the continued development of sustainable, whole-school processes for collecting and analysing student data to inform teaching and learning programs. This will aide in the embedding of evidence -informed teaching strategies in every classroom.

Belonging

When conducting an analysis of wellbeing data, it was evident that students' and parent sense of belonging had been significantly impacted by COVID-19. This focus will improve communication, student attendance and engagement in enhanced wellbeing programs.

Building Capacity

While collecting and analysing data K-6 a noticeable disconnect between K-2 staff and 3-6 staff became apparent. This has resulted in the tracking of student progress and consistency in whole-school programs difficult to achieve. This focus area builds on enhancing student engagement and embedding whole-school, research-based and data driven practices.

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

In order to maximise student learning outcomes in literacy and numeracy to build strong foundations for academic success, we will further develop and refine data driven and evidence-based 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.

- Personalised learning
- Data driven practices

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$205,815.60

QTSS release: \$54,123.31

Socio-economic background: \$223,454.69

Literacy and numeracy: \$10,554.74

Professional learning: \$4,800.00

Summary of progress

High quality professional learning in literacy was delivered to all teachers at Wyoming Public School by the Instructional Leaders, Curriculum Leader Reading, and Curriculum Leader Writing. Sessions focused on the Components of Reading; Effective Reading Instruction in the Early Years of Schooling; Vocabulary; Using Explicit Tiered Goals in Writing; and Seven Steps to Writing Success. To further support teacher understanding and to embed evidence-based practices in their everyday teaching, collaborative support was provided in the form of mentoring, team teaching, lesson observation and/or lesson modelling.

Student performance measures were monitored using instructional reading levels, literacy and numeracy progressions, Progressive Achievement Test (PAT), NAPLAN, check-in assessments and in- school assessments. This data was used to inform areas of support for individualised and small group intervention instruction. Moving into 2022 a review of assessments in literacy and numeracy K-6 will occur to ensure that the data collected continues to be relevant and useful to teachers.

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
Increase in the percentage of Year 3 and 5 students achieving the Top 2 bands in NAPLAN Reading to at least 30% (system negotiated target).	The proportion of Year 3 and 5 students achieving in the Top 2 bands in NAPLAN Reading is 43% and has exceeded the system negotiated target.
Increase in the percentage of 5 students achieving expected Growth in NAPLAN Reading to at least 68% (system negotiated target).	The percentage of students achieving expected growth in reading increased to 89% indicating achievement of the systems negotiated target.
At least 85% of Kindergarten students will reach an instructional reading level of at least 9.	64% of Kindergarten students achieved an instructional reading level of 9 or higher. This result has been significantly impacted the COVID-19 lockdown as there was no face to face explicit reading instruction for a period of 12 weeks.
At least 85% of Year 1 students will reach an instructional reading level of at least 18.	54.5% of Year 1 students achieved an instructional reading level of 18 or higher. This result has been significantly impacted the COVID-19 lockdown as there was no face to face explicit reading instruction for a period of 12 weeks.

At least 85% of Year 1 students will reach an instructional reading level of at least 18.	weeks.
At least 70% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Reading.	We are unable use the PAT reading data (2021) to calculate reading growth as 2 different tests were administered. This allowed us to gather baseline norm referenced data. From 2022, we will administer the same PAT Reading test for both the start of the year and the end of the year and calculate growth using the effect size formula.
Increase in K-2 students overall writing scores to at least an average of 54%.	<p>53.4% of Year 1 and Year 2 students achieved an overall writing score of a sound or higher. This result has been significantly impacted the COVID-19 lockdown as there was no face to face explicit writing instruction for a period of 12 weeks.</p> <p>Kindergarten was not included in this data as their writing instruction does not support the collection of a 'persuasive type of text.'</p>
Increase in 3-6 students overall writing scores to at least an average of 33%.	<p>Average writing scores for students in grades 3-6 were 31% at the conclusion of Semester 1. This indicates strong growth of 8% in this time frame.</p> <p>Semester 2 data is not available due to a shift in focus since students returned from the COVID-19 lock down.</p>
Increase in the percentage of Year 3 and 5 students achieving the Top 2 bands in NAPLAN Numeracy to at least 19% (system negotiated target).	The proportion of Year 3 and 5 students achieving in the Top 2 bands in NAPLAN Reading is 22% and has exceeded the system negotiated target.
Increase in the percentage of Year 5 students achieving expected Growth in NAPLAN Numeracy to at least 55% (system negotiated target).	The percentage of students achieving expected growth in numeracy increased to 62% indicating achievement of the systems negotiated target.
At least 74% of K-6 students reach grade expectation when plotted in Quantifying Numbers on the Numeracy Progressions.	<p>58% of K-6 students have reached grade expectations in the Quantifying Numbers sub element of the Numeracy Progressions. In Early stage 1 and Stage 1 this included 81% of Kindergarten students and 76% of Year 1 and 2 students. Stage 2 achieved 64% attainment and and Stage 3 achieved 23% attainment.</p> <p>A factor contributing to the reduction of students achieving the set goal as they progress through each grades is that mathematical concepts become more complex. Results were also impacted by the COVID-19 lockdown as there was no face to face explicit numeracy instruction for a period of 12 weeks.</p>
At least 60% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Mathematics.	We are unable use the PAT mathematics test data (2021) to calculate growth as 2 different tests were administered. This allowed us to gather baseline norm referenced data. From 2022, we will administer the same PAT Mathematics test at the commencement and conclusion of the year so that growth can be calculated using an effect size formula.

Strategic Direction 2: Belonging

Purpose

In order for student to feel a sense of belonging at school, they must have positive relationships, value learning and engage in their school environment. We will strive to improve communication, student attendance and engagement in enhanced wellbeing programs.

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.

- Building Relations
- Valuing School

Resources allocated to this strategic direction

Socio-economic background: \$75,424.64

: \$9,078.00

Aboriginal background: \$106,594.64

Professional learning: \$26,238.00

Summary of progress

Wyoming Public School has continued to implement a supportive approach to wellbeing and attendance through our Learning Support Team processes. In 2021 the position of Wellbeing Health In-Reach Nurse (WHIN) was introduced to provide individual family support for health and wellbeing needs. The position is linked to local health and community services and can assist families to identify, navigate, and remain connected to the health and social service systems.

Unfortunately, the COVID-19 pandemic significantly impacted the way that we connected with community in 2021. Staff connected with families through regular phone calls and students were given the opportunity to participate in class zoom sessions. Stage 3 students engaged with teachers using the Google Classroom platform which provided stability in their curriculum access. Online parent education sessions were offered, however not strongly attended.

Significant changes were made to the way we provided written information to families using our school app and website. This has been warmly received by parents and will continue as a changed practice. In 2022 we are hopeful that face to face school events will return thereby allowing a refocus on building community connection with the school.

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
A minimum of 76% of students will attend at least 90% of time (system negotiated target).	73.4% of students attended at least 90% of the time. This result has been impacted by COVID-19 with students requiring to isolate as well as some students not returning following lockdown.
Increase student rating in the "Students with a positive sense of belonging" of the Tell Them From Me survey to at least 80% from baseline 76%.	62% of students indicated a positive sense of belonging. this result has been significantly impacted by COVID-19 and a lack of whole school events.

Strategic Direction 3: Building Capacity

Purpose

In order to build the capacity of teachers to deliver high quality, evidence-based pedagogies they must have appropriate professional learning, coaching and mentoring. We will provide opportunities for teachers to work collaboratively across stages, observe each other's teaching and participate in deep conversation about classroom practice.

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.

- Building Capacity

Resources allocated to this strategic direction

: \$25,638.00

Summary of progress

Regular coaching and mentoring formed a key aspect of supporting teachers K-6 using executive led data conversations. These highlighted the need for an in-depth review of assessments used K-6 to ensure there was a clear schedule to track students' growth longitudinally.

Due to increased demands on teachers and the extended lockdown, the school was unable to conduct Quality Teaching Rounds in 2021. Staff consultation will occur early in 2022 to determine if they will recommence due to the success that data conversations are having on student growth.

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
Increase student rating in the <i>Tell Them From Me</i> survey for "Skills-challenge" quadrant of "high skills and high challenge" and "low skills high challenge" to at least 72% from 69%.	56% of students rated themselves within the "high skills and high challenge" and "low skills high challenge" quadrants. Further investigation into this measure is required.
Maintain teacher rating at Sustaining and Growing in the theme "Collaborative practice and feedback" within the element "Learning and Development" (Teaching Domain).	Teacher rating has maintained the level of Sustaining and Growing in the theme "Collaborative practice and feedback" within the element "Learning and Development" (Teaching Domain).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,262.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyoming 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"> • Other funded activities <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 • employment of staff to provide additional support who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All students identified with disabilities have a Personalised Learning and Support Plan with key curriculum/social goals supported through the employment of School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the allocated funds flexibly to support students in key curriculum and/or social areas.</p>
<p>Socio-economic background</p> <p>\$464,967.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyoming Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Building Relations • Valuing School • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development for staff led by Instructional Leaders (K-2)/(3-6) and Curriculum Leaders Reading/Writing to support student learning • employment of additional staff to support Headstart transition program implementation. <p>The allocation of this funding has resulted in: Teachers were supported through the employment of a Curriculum Leader Reading and Curriculum Leader Writing. Areas of need were identified through data analysis and evidence based professional learning implemented. Modeled lessons and teacher mentoring strengthened a whole school focus on continued improvement.</p> <p>Unfortunately our very successful Headstart transition program was unable to proceed through much of the year due to COVID-19. A greatly reduced program was offered late in Term 4 with parent communication occurring via class dojo.</p> <p>After evaluation, the next steps to support our students with this funding will be: The curriculum Leader Reading and Curriculum Leader Writing positions will continue in 2022 with a focus on embedding practices across the school.</p> <p>We hope that the Headstart transition program will return to its extended time frame in 2022.</p>

<p>Aboriginal background</p> <p>\$106,594.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyoming 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"> • Building Relations <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 specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: All Aboriginal students have a collaboratively written Personalised Learning Pathway which was reviewed during the year. A program of cultural support guided by the student interest was devised for all Aboriginal students and supported by the Teacher Aboriginal Programs and Aboriginal Education Officer.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 and beyond our school focus will shift towards increased inclusivity of Aboriginal cultural knowledge within the curriculum with the Teacher Aboriginal Programs and Aboriginal Education Officer working shoulder to shoulder with grade teachers.</p>
<p>English language proficiency</p> <p>\$7,784.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyoming Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Due to the very low numbers of students that we have in the beginning and emerging phase of English development additional teaching support was provided in class and through withdrawal support.</p> <p>All other EALD learners are plotted on the EALD learning progressions and case managed through our Learning Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the allocated funds to support EALD learners in key curriculum and/or social areas.</p>
<p>Low level adjustment for disability</p> <p>\$133,655.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyoming 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</p>

<p>Low level adjustment for disability</p> <p>\$133,655.02</p>	<p>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 equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Students with low level disabilities were supported through our Learning and Support teacher programs and School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of these roles to support the development and implementation of Personalised Learning and Support Plans.</p>
<p>Professional learning</p> <p>\$31,038.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wyoming 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"> • Personalised learning • Building Relations • Valuing School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Staff attendance at Professional Learning in school focus areas. <p>The allocation of this funding has resulted in: All staff in grades 3-6 attended a "Seven Steps to Writing Success" workshop. Staff understanding was then further supported through in- class support of the Curriculum Leader Writing.</p> <p>Professional learning for K-2 staff was delivered by the Instructional Leaders with its implementation supported through lesson observations and collegial discussions.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue staff participation in professional learning led by the Instructional Leaders and external courses. In 2022 the key focus for K-2 staff will be the successful implementation of the new English and Mathematics Syllabus.</p>
<p>School support allocation (principal support)</p> <p>\$22,570.27</p>	<p>School support allocation funding is provided to support the principal at Wyoming Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of specialist staff member to support the management of Health and Safety responsibilities across the school.

<p>School support allocation (principal support)</p> <p>\$22,570.27</p>	<p>The allocation of this funding has resulted in: A review of the effectiveness of this position in Term 2 resulted in the Principal resuming Work Health Safety compliance responsibilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will be used to regularly release the Principal to complete compliance tasks and additional General Assistant hours allocated to complete maintenance tasks.</p>
<p>Literacy and numeracy</p> <p>\$10,554.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyoming Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: An ongoing review and replacement of resources to support the teaching of literacy and numeracy across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued purchasing of resources with a focus on those to support the implementation of the new K-2 English and Mathematics Syllabus.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.60</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wyoming Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The employment of FTE 1.2 Instructional leaders to lead the implementation of literacy and mathematics across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS ceases in 2022 with our Instructional Leaders successfully attaining the role of Assistant Principals Curriculum Instruction at Wyoming Public School.</p>
<p>QTSS release</p> <p>\$54,123.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyoming 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"> • Personalised learning

<p>QTSS release</p> <p>\$54,123.31</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Instructional Leader (3-6) and Assistant Principal Reading/Writing led data focused conversations with teachers on a fortnightly basis as part to track student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: In depth data focused conversations will occur twice per term to allow for greater focus on growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wyoming Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: The employment of Intervention Teachers to provide small group and/or individual instruction in targeted literacy and/or numeracy areas. Students are identified through deep data analysis by teachers with the guidance of Instructional Leaders. Student placement is reviewed every 5 weeks through ongoing evaluation of progress, attendance and attainment.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the Intervention Teacher roles into 2022.</p>
<p>COVID ILSP</p> <p>\$229,607.88</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"> • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: The employment of Intervention Teachers to provide small group and/or individual instruction in targeted literacy and/or numeracy areas. Students are identified through deep data analysis by teachers with the guidance of Instructional Leaders. Student placement is reviewed every 5 weeks through ongoing evaluation of progress, attendance and attainment. All students data is regularly entered into the ALAN online tracking of learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

COVID ILSP \$229,607.88	The continuation of the Intervention Teacher roles into 2022.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	174	187	193	178
Girls	189	186	188	183

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	92.4	94	91.4
1	92.4	91.2	92.9	90.2
2	94.2	92.6	92.5	89.1
3	92.8	93.9	92	90.4
4	91.7	93.5	93.6	88.8
5	92.3	92.6	93.4	91.7
6	90.4	93.8	91.6	87.3
All Years	92.6	92.8	92.8	89.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.45
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

*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	536,857
Revenue	5,328,963
Appropriation	5,303,789
Sale of Goods and Services	1,565
Grants and contributions	22,734
Investment income	74
Other revenue	800
Expenses	-5,413,458
Employee related	-4,984,429
Operating expenses	-429,029
Surplus / deficit for the year	-84,495
Closing Balance	452,362

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	214,294
Equity Total	708,252
Equity - Aboriginal	106,595
Equity - Socio-economic	460,218
Equity - Language	7,784
Equity - Disability	133,655
Base Total	3,086,976
Base - Per Capita	100,707
Base - Location	0
Base - Other	2,986,269
Other Total	872,991
Grand Total	4,882,514

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021 the school sought the opinions of students in grades 4-6 and staff through the Tell them From me survey. Parent opinion were gathered using a school devised survey which could be completed through the school app (20 respondents) or as a paper version (31 respondents).

Data closely triangulated in the area of student learning and expectation for success with 88% of parents indicating that they strongly agree or agree that their child's teacher was interested in their learning. Student rating in the area of "school staff emphasise academic success and hold high expectations for all students success" was equal to the NSW Govt Norm of 8.7. Teacher rating in the area of "Learning Culture" was 8.2 (NSW Govt Norm 8.0).

Similarly both students and parents indicated that they were proud to be part of the Wyoming Public School community with 74% of students indicating that they agree or strongly agree to the statement "I feel proud of my school" and 80% of parents would recommend Wyoming Public School to other parents.

Communication with parents has been an ongoing focus with a conscientious effort to ensure the website was inviting, up to date and easy to navigate. The parent survey indicated that the app was the most helpful to receive information about the school (43%) followed by newsletter (22%), SMS (18%) and website (10%). Our communication efforts will be adjusted in 2022 following this feedback.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.