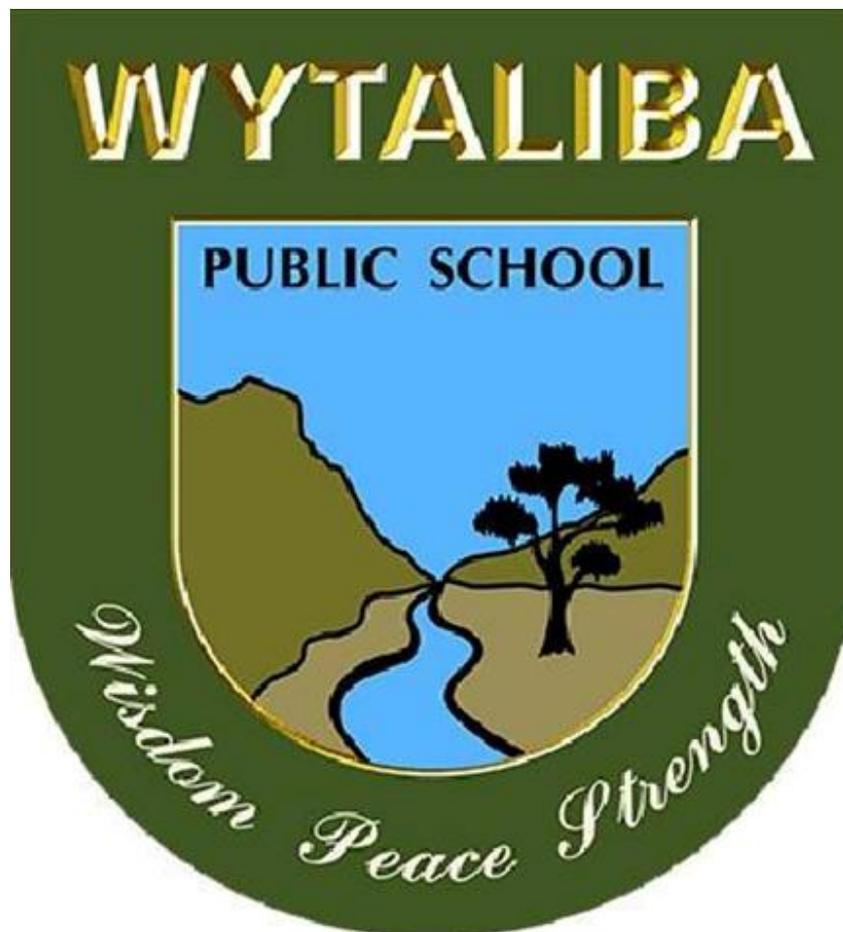


2021 Annual Report

Wyalaliba Public School



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Introduction

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

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

School contact details

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Message from the principal

2021 was a challenging year for all. Despite the ongoing pandemic, a mouse plague, staffing issues and repeated flooding events, our school community worked tirelessly together to support the students. It's heartening to be part of such a fabulous team of students, parents and staff. Thank you all for your dedication, perseverance and commitment to making Wyaliba Public School such a wonderful little school.

School vision

Wyaliba Public School has a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world.

Our vision is to provide our students with the skills, educational experiences and opportunities to become increasingly self-motivated learners- curious, confident and creative individuals, and positive life long learners.

Teachers, students, parents and school community work in partnership to maintain high expectations, and optimise conditions for student learning and wellbeing by promoting positive, respectful relationships.

School context

Wyaliba Public School is a caring and happy small school, in a picturesque and safe rural environment. It provides an excellent education for the students from the community of Wyaliba and surrounding areas. The multi stage class provides individualised education programs with a strong focus on literacy and numeracy. Students at Wyaliba Public school are encouraged to develop a love of learning, self-confidence and strong personal values. These, together with sound academic skills, provide a foundation for happy and productive lives.

Parents and community members demonstrate confidence in the education and care provided to our students . They are strong supporters of the school through the P&C fundraising events.

In November 2019 the Wyaliba community was severely affected by major bushfires. The school and many houses including those of students attending the school were destroyed.

As a result of a thorough situational analysis and the External Validation Process, the school has identified key areas for development. These key areas include:

- Individualising learning so that curriculum delivery meets the learning needs of students.
- Ensuring the wellbeing of students and families, including access to services.
- Maintaining deep relationships with our community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Wyaliba Public School culture is strongly focused on learning, the building of educational aspirations and developing each student's individual potential. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support improvement aims and planning for learning.

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.

- Quality Teaching
- Evidence-informed Practice

Resources allocated to this strategic direction

Socio-economic background: \$14,867.04

Aboriginal background: \$4,200.00

Literacy and numeracy: \$1,365.30

Low level adjustment for disability: \$6,299.86

COVID ILSP: \$0.00

Summary of progress

Wyaliba PS staff continue to be flexible and responsive to students' needs, and nimbly adapted to support students and families during 2021. Data and formative feedback allowed staff to adjust and support the students during their learning journey. Teaching and support staff worked together to ensure high expectations and quality learning environments for all students. Social programs and self-regulation practices supported students to be self-directed and engaged learners. Visible Learning processes and Learning Qualities have made expectations explicit and clear for the whole school community, developing a whole school language for learning.

External conditions have limited the ability of staff to pursue some activities and training, causing the delay of the implementation of some aspects of the Strategic Improvement Plan.

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
The number of students achieving in the top two bands of NAPLAN Reading will improve from our baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than ten students in a cohort, summary statistics or graphical representation is not available.
The number of students achieving in the top two bands of NAPLAN Numeracy will improve from our baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than ten students in a cohort, summary statistics or graphical representation is not available.
The number of students achieving expected growth in NAPLAN Reading improves from our baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than ten students in a cohort, summary statistics or graphical representation is not available.
The number of students achieving expected growth in NAPLAN Numeracy improves from our baseline.	The information in this report must be consistent with privacy and personal information policies. Where there are fewer than ten students in a cohort, summary statistics or graphical representation is not available.

Strategic Direction 2: School Community Wellbeing and Engagement

Purpose

School Community Wellbeing and Engagement is an important focus as the school community continues its recovery from the 2019 bushfires. The wellbeing of students, families, staff and the wider community is paramount to the school.

Wyaliba Public School will support and collaborate with the students, parents, staff, service providers and the wider community to support wellbeing through well-developed and evidence-based approaches, recognising that school wellbeing and individual engagement are important conditions for learning.

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 Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Location: \$8,100.00

QTSS release: \$1,400.00

Low level adjustment for disability: \$8,100.00

Socio-economic background: \$2,600.00

Summary of progress

Student Wellbeing - While many activities were unable to go ahead due to external factors beyond our control, Wyaliba PS adapted to meet the student needs.

The Smiling Mind program, Royal Far West services and Storm Birds delivered wellbeing services and support for students and school community members.

Investment in resources to build play and social skills was a great success and employing a teacher's aide for added support in the classroom had wide-ranging benefits.

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
The number of students attending 90% of the time or more improves from our current baseline data.	The number of students attending 90% of the time or more improved from the 2020 baseline data.
The students' sense of belonging, advocacy and school wellbeing is measured, based on "Tell Them From Me" and internal school data.	<p>The Tell Them From Me survey was judged to be an inadequate tool to collect wellbeing data as the cohort was too small to sample.</p> <p>Students' views and wellbeing were measured through various formats and students were found to enjoy school and felt their teachers and parents cared for them, and had high expectations for them.</p> <p>The senior student leadership team met regularly and implemented student lead initiatives.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$17,467.04</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyaliba 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"> • Quality Teaching • Evidence-informed Practice • Student Wellbeing • Community Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. • equitable access to specialist resources <p>The allocation of this funding has resulted in: Additional support in the classroom for all classroom activities and a marked improvement in student behaviour. A developing shared view of wellbeing and the importance it plays for all members of the school community. Access to Telehealth services and improved general classroom wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with additional support in the classroom and use it to lift student achievement. Strengthen and share wellbeing knowledge and skills across the school community by facilitating training and services. Broaden access to Telehealth services to include speech pathology, and support more students through assessment and access to services, delivered through the school site.</p>
<p>Aboriginal background</p> <p>\$4,200.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyaliba 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"> • Quality Teaching <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 literacy and numeracy programs <p>The allocation of this funding has resulted in: Visible Learning processes and a shared language around learning across the school community to support all students in and out of the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted staffing to support student learning with literacy and numeracy and the development of quality resources for the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$14,399.86</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyaliba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$14,399.86</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 Wellbeing • Evidence-informed Practice <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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Access to targeted health service and support from Royal Far West healthcare providers through Telehealth, usually inaccessible due to the isolation of the local area. Overall improved levels of engagement in the classroom and more one-on-one support for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employee SLSO and provide more health service and support from Royal Far West healthcare providers through Telehealth, to more students, including OT, Psychology, Speech pathologist.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyalaliba 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Maths scope and sequence was reviewed and adjustments made. Flexible and formative responses continue to be developed and applied in the classroom and school, as per the needs of students including the addition of various technology, resources and equipment as identified.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build capacity across staff and students when using maths resources including delivery through technology. Review existing English activities and evaluate against new curriculum, adjusting as required.</p>
<p>QTSS release</p> <p>\$1,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyalaliba 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 Wellbeing <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

<p>QTSS release</p> <p>\$1,400.00</p>	<p>high-quality teaching initiatives as per advice from stakeholders like RFW</p> <p>The allocation of this funding has resulted in: Staff across the school have developed capacity and skills in order to better support access to service for students and families, allowing for more streamlined delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, as more services are offered through Telehealth, staff will provide support and facilitate sessions so students and families can access the services in a friendly and effective environment.</p>
<p>COVID ILSP</p> <p>\$5,888.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence-informed Practice • 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 • providing targeted, explicit instruction for student groups in literacy/numeracy -for example -comprehension, reading, number work. • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Support for students in daily English and Maths programs as well as better access to online platforms used in the multistage classroom. One-on-one supports for students with specialised needs have increased. Behavioural issues have substantially decreased in the classroom. Students get more opportunities to take part in targeted activities and enjoy the one-on-one attention. Having extra staff on site also allowed for students to access services on school site- Royal Far West Occupational Therapy etc.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to implement the use of SLSO's in the classroom to support student learning.</p>
<p>Location</p> <p>\$8,100.00</p>	<p>The location funding allocation is provided to Wyaliba 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 Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • additional staff were engaged to help support program and student access to Telehealth sessions. • delivery of programs- Storm Birds and other wellbeing programs. <p>The allocation of this funding has resulted in: Wyaliba Public School forming a strong relationship with Royal Far West and an uptake of students accessing services to enable a higher level of quality of life.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

Location \$8,100.00	Continue to build on the program and deliver more services to more students including transitioning students. Onsite visit from RFW and a dedicated wellbeing week in Term 1, including onsite speech pathology, occupational therapy and psychology assessments and sessions.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	4	6	4	7
Girls	6	7	4	1

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	76.7		94
1		81.5	54.5	
2	88.8			65.7
3	88.7	90.9		64.6
4	87.5	88.2	63.1	
5	94.7	90.9	82.6	86.2
6	87.4	95.2	61.7	86.8
All Years	89.4	87.4	63.8	83.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		92.8
1		92.7	91.7	
2	93.5			92.6
3	93.6	93		92.7
4	93.4	92.9	92	
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	91.9	92.3

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	238,660
Revenue	641,921
Appropriation	490,580
Sale of Goods and Services	605
Grants and contributions	56,382
Investment income	43
Other revenue	94,311
Expenses	-623,166
Employee related	-553,487
Operating expenses	-69,679
Surplus / deficit for the year	18,755
Closing Balance	257,415

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	0
Equity Total	36,983
Equity - Aboriginal	5,116
Equity - Socio-economic	17,467
Equity - Language	0
Equity - Disability	14,400
Base Total	314,812
Base - Per Capita	1,972
Base - Location	8,133
Base - Other	304,706
Other Total	11,517
Grand Total	363,311

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.

Due to the small student cohort participating in NAPLAN, it is not considered an effective measure of student growth.

Parent/caregiver, student, teacher satisfaction

Parents survey responses showed positive feedback of 4.8/5 across domains surveyed including family partnerships, early support and learning at Wytaliba PS.

Students surveys recorded a score of 4.6/5 with students reporting they are enjoying coming to school, learning in class and participating in sporting and cultural activities. Students felt teachers and staff had high expectations of them, felt accepted at school and that the school celebrated differences.

Whole school staff wellbeing surveys scored 4.1/5, reflecting in part the efforts and dedication made by staff in 2021 towards the wellbeing of students and families. Moving forward, staff wellbeing will be monitored and systems reviewed to ensure staff wellbeing is supported.

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.