

# 2022 Annual Report

## Wyalong Public School



3518

# Introduction

The Annual Report for 2022 is provided to the community of Wyalong 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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Wyalong Public School

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## School vision

At Wyalong Public School students, staff and the community are respectful, responsible and resilient learners. We have high expectations of ourselves and others. We are life long learners and responsible citizens. Everyone is someone at Wyalong Public School.

## School context

Wyalong Public School, also known as 'Topsy', is a vibrant learning community situated on the lands of the Wiradjuri people in the Northern Riverina Region of New South Wales. With our large classrooms, spacious grassy play areas, tennis courts, play equipment and committed P&C, our students have a stimulating environment in which to learn and grow.

Wyalong Public School provides a quality education, which caters for approximately 80 students in the Kindergarten to Year 6 setting. We have four stage-based classrooms. Within the student body there are 18% of students who identify with Aboriginal and Torres Strait Islander heritage and minimal students with a background of English as an additional language. Students come from a diverse range of socio-economic backgrounds.

The school ensures a safe, caring and positive learning environment, where every student is known, valued and cared for. Wyalong Public School has a strong focus on quality teaching and learning. The staff are committed to ensuring students have a strong foundation in all learning areas, deep content knowledge and confidence in their ability to learn. A range of extracurricular activities are offered to our students including sport, debating, choir, curriculum focus days and excursions. As an Early Adopter of the new Curriculum, Wyalong Public School works closely with an Instructional Leader and Assistant Principal Curriculum and Instruction who are experts in the field of literacy and numeracy. This will ensure the delivery of current, stimulating and differentiated teaching which will help to cement strong foundations in our students' early learning.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality and outcomes for all our students. Our school also works collaboratively with the West Wyalong High School. All Year 6 students participate in the Middle School Program every Thursday, allowing students to access specialised teachers in STEM, PD/H/PE, mathematics and literacy.

The school community is active, extremely supportive and strongly committed to the education of students at Wyalong Public School. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

Through our situational analysis, we have identified the need for high level improvement or further development in:

- staff to use data and evidence based practices to target where to next for students;
- a strategic, planned and explicit approach to build staff knowledge and skills that will result in student growth; and
- a planned approach for developing whole school culture of high expectations that supports strong levels of belonging, wellbeing, engagement and learning.

Through implementing this strategic improvement plan we will collectively grow and embed a culture within our school community of educational aspiration where learning is understood to be a holistic and lifelong endeavour.

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to achieve student growth and attainment in reading and numeracy, staff will use data and evidence-based practices to target where to next for 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.

- Knowing our students and where to next

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$60,382.37

**Professional learning:** \$13,237.78

**Per capita:** \$20,467.06

**Socio-economic background:** \$139,411.88

### Summary of progress

At Wyalong Public School the focus for 2022 was to consolidate teachers' understanding of how the brain learns and how to develop explicit and evidence-informed practices in reading and numeracy to shift students into the top two bands in NAPLAN and develop a strong foundation in Kindergarten to Year 2. Professional learning was selected to address our data to empower staff to apply knowledge and understanding of effective teaching strategies and assessments to support students' reading and numeracy achievement.

Utilising the high impact professional learning framework, the school focused on student need as the driver of the evidence based professional learning. Data revealed vocabulary and comprehension as an area of concern. All teachers undertook learning in vocabulary including online courses and workshops with a speech pathologist. The professional learning to improve vocabulary led to teachers working with the speech pathologist to develop teaching and learning scripts that enabled enhanced consistency and accuracy of teaching practices.

Teachers immediately transferred their new knowledge into classroom practice and were transparent in rich professional dialogue with colleagues about the degree of success and confidence of the implementation. Cross curriculum units were developed to focus on Scarborough's Reading Rope including background knowledge, vocabulary and verbal reasoning, to develop students' comprehension. Student learning outcomes were tracked through the collection and analysis of assessment data and have shown improvement in vocabulary and also comprehension which can be linked to the explicit vocabulary instruction and scripts. This has been shared with all stakeholders. Added to this, a community information session was held to build a partnership in the reading journey sharing knowledge with the parents, other schools and the wider community.

During 2023, Wyalong Public School will continue to embed these practices established in 2022. As a result of reflecting on external and internal assessment data, the school will focus on processing skills within the context of reading. Big Ideas Start Strong Across Kindergarten to Year 6 (becoming mathematicians) in Mathematics professional learning will be completed by all teaching staff in 2023 to develop deeper understanding.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Reading</b>  <i>Achievement of System Negotiated Targets:</i>  Increase the percentage of students achieving in the top 2 NAPLAN reading bands by 8%.	<ul style="list-style-type: none"><li>• 2022 NAPLAN data indicates 37.5% of students achieved the top two skill bands for reading, exceeding the upper bound target by 7.3%.</li></ul>

<p><b>Numeracy</b></p> <p><i>Achievement of System Negotiated Targets:</i></p> <p>Increase the % of students achieving in the top 2 NAPLAN numeracy bands by 8%.</p>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 31.3% of students achieved the top two skill bands for numeracy, exceeding the upper bound target by 9.6%.</li> </ul>
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## Strategic Direction 2: High impact teaching practices

### Purpose

In order to ensure growth for every student, there will be a strategic, planned and explicit approach to build staff knowledge and skills that will result in excellence in teaching.

### 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.

- High Impact Professional Learning for student growth

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$60,228.40

**QTSS release:** \$14,939.73

**Location:** \$26,646.26

### Summary of progress

At Wyalong Public School the focus for 2022 was to continue structured instructional leadership teams to build knowledge and understanding of evidence-based assessment practices to ensure student growth. Professional learning was selected to address leader capacity to increase student achievement and growth in reading and numeracy in an ongoing, sustainable way.

The leadership team, focused on the modules of Lyn Sharratt's Clarity Learning Suite developing the 14 parameters within the school and knowing how to apply the reading of the data to student improvement. This knowledge was transferred to the teachers through professional learning in staff meetings, data being the centre of all conversations, learning walks and team teaching. The school focused on four of the parameters including:

- embedded knowledgeable others;
- shared responsibility and accountability;
- case management approach; and
- cross curricular literacy connections.

Embedded knowledgeable others involved working with the school's speech pathologist, Instructional Leader and Assistant Principal, Curriculum and Instruction. Shared responsibility and accountability was embedded through whole school data discussions driven from their explicit assessment schedule. Refined practices were selected for the case management approach and specific targets and plans were implemented. Cross curricular literacy units were implemented across Year 2-6 focusing on strategies from the evidence-based work - The Writing Revolution.

Next year the leadership team will continue to use the learnings from the Clarity Learning Suite modules and facilitate team teaching that will focusing on:

- expanding the success criteria and learning intentions to Year 1 and 2
- Year 3 to Year 6 students collaboratively developing learning goals
- 5 key questions teachers can ask students
- Parent workshop on the 5 key questions.

### 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
Between 63.60% and 81.60% of Year 5 students will achieve their expected growth in NAPLAN reading.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Between 63.60% and 81.60% of Year 5 students will achieve their expected	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of

growth in NAPLAN numeracy.	NAPLAN.
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## Strategic Direction 3: Culture of high expectations for learning and wellbeing

### Purpose

In order for every student to connect, succeed, thrive and learn, there will be a planned approach for developing a whole school culture of high expectations.

### 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.

- Sense of Belonging through High Expectational Relationships

### Resources allocated to this strategic direction

**Aboriginal background:** \$10,000.00

### Summary of progress

At Wyalong Public School the focus for 2022 was to promote positive student engagement through a sense of belonging to the community.

As a reflection from 2021 parent survey, Sentral parent portal was introduced to all families. This initiative allowed clear communication between school and parents to support student's learning and wellbeing. Parents can view their child's attendance, school activities, child's positive and negative incidents, newsletter, weekly reminders and communicate 1 to 1 with their child's teacher. Through developing timely communications with parents, the school was building a stronger sense of belonging and high expectational relationships.

Wyalong Public School worked with West Wyalong Aboriginal Land Council to design and install a Yindymarra Burbang, Learning Circle. This outdoor learning space linked the school's positive behaviour of learning values; guyulgang (resilient), yindymarra (respectful) and dhuluyarra (responsible). The Yarning circle is an effective tool that brings authentic Indigenous ways of working into Wyalong Public School's teaching experiences.

The Early Careers' initiative was introduced to increase student engagement and for students to see the links between school learning and their future aspirations. As a result, students were more focused on their future and able to see the links between class work and the wider world.

Through our high expectations and commitment to providing a caring and nurturing environment, our students excelled and achieved their personal bests. 2022 saw outstanding results in our NAPLAN, Check-in Assessments and internal data. Our attendance rate continued to be above state average and there was a reduction in negative behaviour incidents and an increase in positive incidents.

During 2023, Wyalong Public School will continue to embed these practices established in 2022. As well as introducing Kitchen Gardens' program that will incorporate Indigenous and sustainable perspectives. This program will not only engage students but will see the school working collaboratively with local organisations such as West Wyalong Aboriginal Education Consultative Group, West Wyalong Aboriginal Land Council, West Wyalong Country Woman's Association and Lake Cowal Conservation Centre.

### 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 the percentage of students attending greater than 90% of the time to be trending towards at or above the system-negotiated lower bound target of 70%.	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased to 35.2%, however, the school is still above state average.</li></ul>
The school will maintain and grow positive levels of wellbeing according to	<ul style="list-style-type: none"><li>• The number of students feeling advocacy has remained consistent, however, is above NSW Government Norms.</li></ul>

<p>the Tell Them From Me areas of sense of belonging, advocacy and high expectations for success.</p>	<ul style="list-style-type: none"> <li>• The number of students feeling a sense of belonging and expectations of success has remain consistent, however, the school is below NSW Government Norms.</li> </ul>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,423.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to formally incorporate integration funding decision making into the learning and support team section in our staff meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$139,411.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support students learning needs using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 and 5 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Writing above both state and SSSG Year 5 NAPLAN Numeracy above both state and SSSG Year 3 Numeracy above SSSG</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ and up-skill our additional staffing in evidence based teaching strategies to support student learning in literacy and numeracy and continue our trajectory in results.</p>
<p>Aboriginal background</p> <p>\$18,419.79</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyalong 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of Belonging through High Expectational Relationships</li> </ul>

<p>Aboriginal background</p> <p>\$18,419.79</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency and an outdoor learning space</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> conversations became more authentic. Working with local Aboriginal community members to support them in the establishment on a West Wyalong AECG. Tell Them From Me data indicated 66% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue consultation and engagement with WWLALC and WW AECG to support the development of high-quality learning environments that are culturally safe and embed culturally responsive teaching practices.</p>
<p>Low level adjustment for disability</p> <p>\$60,382.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the number of students achieving in the top two bands in NAPLAN and above state results in reading and numeracy in Years 3-5 in Check-In data. The school achieved a more consistent approach to student learning support within a whole class setting allowing for intervention for the top students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the impact of the learning support team, the school will continue to fund additional support for identified students through the employment of a trained LaST.</p>
<p>Location</p> <p>\$26,646.26</p>	<p>The location funding allocation is provided to Wyalong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning for student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for the implementation of the new curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increase in staff knowledge of the new curriculum and evidence based teaching strategies and practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>

<p>Professional learning</p> <p>\$13,237.78</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 Wyalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Speech Pathologist to up-skill teachers on the reading rope and evidence-based teaching practices for reading and writing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all staff to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to personalise and target professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$14,939.73</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning for student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum through mentor and team teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all staff to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$51,920.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning</p>

<p>COVID ILSP</p> <p>\$51,920.00</p>	<p>and support processes have been revised and will now involve whole school monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	27	32	39	47
Girls	30	39	42	40

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	97.0	90.7	82.7
1	92.7	93.7	92.1	82.3
2	95.1	94.9	89.9	85.9
3	96.0	96.2	95.0	88.6
4	97.1	92.7	91.6	89.1
5	92.2	92.3	91.4	85.5
6	91.7	92.4	85.2	83.2
All Years	93.9	94.0	91.4	85.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	0.4
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration and Support Staff	1.45

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	176,458
<b>Revenue</b>	1,465,866
Appropriation	1,412,233
Sale of Goods and Services	604
Grants and contributions	47,874
Investment income	1,555
Other revenue	3,600
<b>Expenses</b>	-1,372,914
Employee related	-1,226,145
Operating expenses	-146,768
<b>Surplus / deficit for the year</b>	92,953
<b>Closing Balance</b>	269,411

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	85,423
<b>Equity Total</b>	218,214
Equity - Aboriginal	18,420
Equity - Socio-economic	139,412
Equity - Language	0
Equity - Disability	60,382
<b>Base Total</b>	864,785
Base - Per Capita	20,467
Base - Location	26,646
Base - Other	817,672
<b>Other Total</b>	126,726
<b>Grand Total</b>	1,295,149

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

High expectations with a focus on evidence-based curriculum and wellbeing underpin the learning culture at Wyalong Public School. Staff strive for all students to achieve success and feel a sense of belonging.

In the 2022 Tell Them From Me Teacher survey, staff reported above NSW Government Norms on seven of the eight drivers of student learning.

Staff reported:

- leaders provided opportunities to build the capacity of teachers and students through a supportive network;
- collective efficacy was embedded within the culture of the staff;
- that trialing the new curriculum provide staff with engaging professional learnings and deeper understanding of the latest research;
- they felt supported and well resourced;
- they were provided with ample opportunities and support to further develop their own practice in specific areas;
- they felt a sense of distributed leadership throughout the school and thrived at the opportunity to take on additional roles and responsibilities to improve their leadership qualities; and
- working collaboratively and inclusively was a strong attribute of the school's collective staff; and

In the 2022 Tell Them From Me Parent survey, the parent community reported above NSW Government Norms on six of the seven measures of parents' perceptions of their children's experiences at home and school. Safety at school was the highest measure with a positive focus on preventing bullying. This reflected a school culture of positive behaviour, especially clear rules for school behaviour, and inclusive school environment where every child is known, valued and cared for. The school supports learning through accounting for students' needs, abilities and interests. Students are encouraged to be resilient learners with a high expectations to be successful.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.