

# 2022 Annual Report

## Wyee Public School



3522

## Introduction

The Annual Report for 2022 is provided to the community of Wyee Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School vision

At Wyee Public School, in partnership with the whole school community, we strive for individual growth and excellence to develop well-rounded students in a safe, supportive and inclusive environment.

## School context

Wyee Public School opened in 1879. It now has an enrolment of 171 students in eight classes, including 26 Aboriginal and Torres Strait Islander students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide-open play areas. The school prides itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our four partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji-Marru Aboriginal Education Consultative Group and the local pre-school. Parents are engaged in their children's learning and participate in a wide range of school activities across all aspects of school life. We have an active P&C who coordinate a range of events and fundraising activities throughout each year.

At Wyee Public School we have a dedicated staff team, who are trained in current evidence-based teaching practices to ensure every child receives a quality education. In order to achieve whole school improvement, staff engage in one hour of professional learning each week, as well as an additional time for intensive focused collaborative team planning, high impact professional learning and data discussions. We pride ourselves on our quality learning environments with fully resourced classrooms.

Through our situational analysis we identified a need to have a strong focus on individual student achievement K-6 in order to achieve individual student growth. We have an Assistant Principal, Curriculum and Instruction employed solely to work with teachers to oversee the progress of every child. School Learning Support Officers are in every classroom, every day, to assist the teachers in supporting student learning and wellbeing in a variety of ways. They work with individual students and small groups to assist with the attainment of learning goals. Evidence based intervention programs are implemented across the school to assist students if they have been identified as needing extra support or extension. We have a Wellbeing Assistant Principal who oversees the wellbeing of all students K-6.

Students have access to a range of extra-curricular opportunities including sport, public speaking, debating, dance, choir, environmental group, extension programs and Aboriginal and Torres Strait Islander cultural programs and opportunities. A range of leadership opportunities are offered across the school including Peer Support leaders, SRC as well as the school leadership team. During break times students are offered a range of interest groups including coding/robotics, chess, mindfulness, gardening, structured sport games, STEM, board games, construction, book club, sewing/knitting and a range of art experiences. All students are surveyed regularly by the SRC for their preferred interest groups. All students K-6 also have access to a range of ICT opportunities with interactive touchscreens and iPads in all classrooms and class sets of laptops available for use. Across the school we have a range of coding and robotics resources as well as a computer lab and a brand new Maker Space.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes and growth for every student, all staff will use data to drive evidence-based teaching practices. Staff will be responsive to the learning needs of all individual students, using data to inform differentiated support for all 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.

- Evidence-based Teaching
- Personalised Learning

### Resources allocated to this strategic direction

**QTSS release:** \$27,700.36

**Socio-economic background:** \$84,955.84

**Low level adjustment for disability:** \$94,181.70

**Integration funding support:** \$177,178.00

**6101:** \$30,000.00

### Summary of progress

Our focus for 2022 was the strengthening of reading comprehension with a focus on fluency K-6. After an analysis of data, the Assistant Principal, Curriculum and Instruction (APCI), led Executive staff through the Teacher Quality Impact Blended Learning series of professional learning as well as data analysis and to develop the Monitoring and Evaluation Plan for reading. The APCI, with APs, implemented professional learning on reading from the blended learning series including Focus on Fluency and Assessment of Reading. The APCI supported teachers via whole school, stage and individual shoulder to shoulder mentoring, ran 'check-ins' on trialled teaching strategies, observed and modelled best practice. Teachers unpacked, interpreted and analysed data to identify comprehension effectiveness and where to next. To ensure a cohesive approach, led by the APCI, APs planned a consistent approach to lead teachers to explicitly enhance comprehension skills. The school also focused on working mathematically with Stage 2 as historic NAPLAN data indicated minimal growth between Stage 2 and Stage 3. The APCI mentored teachers in the analysis of data, and differentiated programming using Newman's Error Analysis to support student growth in the identified area of need. Pre and Post student assessment data indicated a 42% increase in students attempting all questions with reasoning for answers clearly indicated. Teacher programs show evidence of planning for working mathematically with the mathematics scope and sequence being updated. Staff also participated in 5-weekly discussions on student progress and where to next.

Speech and Occupational Therapy programs were undertaken with students being assessed and point of need intervention implemented. This year, to support a strong start to kindergarten, the preschool students taking part in the Kinder Orientation sessions were screened ensuring any intervention required would be enabled at the start of the school year. Student learning and Support Officer intervention was reviewed ensuring support both in the classroom and playground. Extra funding was allocated for extra SLSOs and to increase the Learning and Support Teachers allocation.

As a result of our work in this strategic direction, teaching programs reflected a greater understanding of explicit teaching of fluency. Teachers built their skills in using data to plan future learning, through involvement in data talks at stage collaboration days. Individual plans were more authentic as a result of a stronger focus on student learning needs.

Next year, work will continue on refining Learning Support Team processes. There will be further work on the analysis of internal and external student progress and achievement data, to ensure teaching and learning programs address students' learning needs. Assessment K-6 will be further refined and data collected from these assessments will be used to provide specific student feedback that will support further learning. The school will continue building teacher capacity in the explicit teaching. A focus on working mathematically will be implemented across K-6 in 2023.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Achievement of system negotiated targets:</p> <p>Achieve a 12.6% uplift of students in the top 2 bands for Numeracy from baseline data.</p>	<p>15.52% of students are in the top two skill bands (NAPLAN) for numeracy. This requires a lift of 10.06% to reach baseline data. The school results are 0.4% above statistically similar schools.</p>
<p>Achievement of system negotiated targets:</p> <p>Achieve a 12.4% uplift of students in the top 2 bands for Reading from baseline data.</p>	<p>NAPLAN scores indicate an increase in the percentage of students in the top two bands in reading. Data indicates 33.33% of students achieved in the top two bands which represents an increase of 2.98% from baseline data. The school results are 3.6% above statistically similar schools.</p>
<p>Achievement of system negotiated targets:</p> <p>Continuing an upward trend towards an uplift of 4.13% of students achieving expected growth in Numeracy from baseline data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Achievement of system negotiated targets:</p> <p>Continuing an upward trend towards an uplift of 22.8% of students achieving expected growth in Reading from baseline data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Maintain % of Aboriginal students in the Top 3 bands for Reading to be equal to or above SSSG.</p>	<p>70% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading which is 28.2% above statistically similar schools and 26.23% above state.</p>
<p>Maintain % of Aboriginal students in the Top 3 bands for Numeracy to be equal to or above SSSG.</p>	<p>20% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy which is 9.97% below statistically similar schools and 9.72% below state.</p>

## Strategic Direction 2: Staff Professional Growth

### Purpose

In order to maximise the learning outcomes for every student, we need to further develop staff expertise across the school. Staff growth will be developed through the implementation of high impact professional learning, collaborative and reflective practices.

### Initiatives

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

- High Impact Professional Learning
- Collaborative and Reflective Practice

### Resources allocated to this strategic direction

**QTSS release:** \$4,707.36

**Socio-economic background:** \$73,592.32

**Low level adjustment for disability:** \$3,000.00

**Professional learning:** \$11,300.00

**AP Curriculum & Instruction:** \$180,685.00

### Summary of progress

Our focus for 2022 was utilising the high impact professional learning model to strengthening staff collaboration and professional growth to improve student outcomes. To ensure rigor of teaching practice and programs, a Quality Teacher Advisor reviewed teaching and learning programs mapping against DoE policy and NESA requirements. The APCI with executive staff, led teachers through school and stage based professional learning, propelled, and critically challenged by expert input, to strengthen programming and teacher practice for ongoing student progress and achievement. Collaboration days enabled stage teams to look at programming with the lens of Aboriginal perspectives, high potential and gifted education, technology implementation and effective assessment practices. The bases of compliant and rigorous programming enabled a basis for teachers gaining an understanding of the curriculum reform, and the APCI mentored teachers through individualised professional learning on the K-2 curriculum to be implemented in 2023.

As professional learning is continuous and coherent and aligned to system, school and individual performance and development goals (PDPs), teachers were supported to differentiate professional learning to strengthen their teaching practice. A review of the PDP process, coupled with department updates, enabled evidence folders to be established for teachers and professional learning days to collaborate and undertake targeted PL to support learning goals.

Parent surveys, student voice and teacher focus groups indicated a need for an increase in technology within the school and support to implement technology as an authentic tool for learning. An expert technology teacher was employed, collaborated with teachers on embedding technology into programs, and team taught with them. The co-plan, co-teach, co-reflect model enabled teachers to implement technology to support student learning.

Next year, High Impact Professional Learning will continue to be a focus utilising the Assistant Principal Curriculum and Instruction and needs based funding. To continue to build teacher capacity, we will focus on our identified areas of improvement, evidenced-based practices and the What Works Best 2020 model. The PDP process will shift to the department online platform, streamlining the system further. While curriculum monitoring and information and communication technology capability continuing to be reviewed, monitored and strengthened

### 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
Self assessment against the High Impact Professional Learning (HIPL) school self assessment tool has us at sustaining and growing in the area of	Self-assessment against the High Impact Professional Learning school self-assessment tool indicates the school is currently performing at Delivering in the elements of 'Collaboration and applied professional learning strengthens teaching practice' and 'Teachers and school leaders are responsible for the

<p><i>'Collaborative and applied professional learning strengthens teaching practice' and 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement'.</i></p>	<p>impact of professional learning on student progress and achievement'.</p>
<p>TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'.</p>	<p>An analysis of the Tell Them From Me data shows our school slightly below the NSW Government Norm in Collaboration (school 7.2, state 7.8), Data Informs Practice (school 7.6 state 7.8) and Quality Feedback (school 7.0, state 7.3).</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Teaching Domain</b></p> <p>Element: Learning and Development</p> <p>Working towards achieving excellence in some themes.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at XX overall in the element of learning and development.</p>



## Strategic Direction 3: Positive Relationships

### Purpose

There will be a planned approach to whole school wellbeing processes to ensure all staff and students maximise their learning potential.

Productive relationships between all stakeholders will be fostered to ensure high levels of engagement across the whole school community.

### 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.

- Wellbeing
- Community Voice and Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,500.00

**Professional learning:** \$4,000.00

**Low level adjustment for disability:** \$2,000.00

**Aboriginal background:** \$31,500.00

### Summary of progress

Our focus for 2022 was to review our wellbeing practices and procedures. The data analysis indicated the need to revise our social skills, behaviour and wellbeing practices and investigate current best practice to support the students at our school. The impact of the pandemic on peer relationships was also at the forefront of the review. A PBL team was established with the team leader coordinating planning and research professional learning days. To ensure rigour of practice, the East Lake Macquarie Assistant Principal Learning and Support (APLaS), attended PBL collaboration days, and led professional learning with all staff. The PBL team researched a social emotional learning program to implement for students in alignment with the department's Inclusive, Engaged and Respectful Schools reform (IER). Professional learning for Grow Your Mind was introduced in Term 4 with implementation to begin in 2023.

Parent forums and information sessions were held for feedback on the Student Behaviour Support and Management Plan, Anti-bullying Plan, Social and Emotional Learning - Grow Your Mind and an information session on the IER. Parent surveys indicate 100% of attendees acknowledged that their input was heard and acted on by the school and felt valued in the process. The parent sessions afforded significant opportunities for parents and carers to contribute to the design and structure of our wellbeing practices. Student voice was a focus in 2022 with the student leadership practices and procedures introduced.

Embedding Aboriginal perspectives and building authentic relationships with community continued to be a focus for 2022. Dhinewan mentoring was employed to mentor students and teachers. The school welcomed Aboriginal families and community for yarn ups. Staff undertook professional learning to strengthen their understanding of Aboriginal histories and culture. The school continues to seek guidance from the Local Itji-Marru AECG for support in teaching and learning programs, wellbeing initiatives and cultural connections. The Personalised Learning Pathways process was reviewed in 2022 with parents and family members invited with support of Itji-Marru members and Dhinewan mentoring staff.

Attendance rates have been significantly impacted by COVID-19 with mandated restrictions being in place for the majority of the year. The school was also affected by a significant Influenza season. The school reviewed and updated the Attendance procedures in line with the Department policy. To ensure rigour of the process, the Home School Liaison Officer and Regional Learning and Wellbeing Advisor reviewed documentation before implementation. Our attendance program will continue to be a focus in 2023.

In 2023, our work will include developing wellbeing procedures that relate to the new Department policy (Inclusive, Engaging and Respectful schools reform). The Grow Your Mind social emotional learning program will be monitored and further tailored to school needs. The Positive Behaviour for Learning will be further reviewed as not all areas of the action plan were implemented. Aboriginal Education will also be a focus area, to strengthen authentic relationships with community. Opportunities for parent, community and student voice will be sort and acted on.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Achievement of system negotiated targets:</p> <p>Achieve an uplift of 1.98% of students attending school 90% of the time or more from baseline data.</p>	<p>Our baseline data was 73.80% and our actual percentage for 2022 showed 43.16% of students attending school 90% of the time.</p>
<p>Increase % of students with positive wellbeing to be within 1% of SSSG as evidenced in the student TTFM survey.</p>	<p>Tell Them From Me data indicates positive wellbeing of students as 81.37% which is a 3.23% increase on the 2021 results and slightly above SSSG schools.</p>
<p>On the parent TTFM surveys, the school scores will remain above NSW Govt Norm in the element of 'Parents Feel Welcome'.</p> <p>Maintain equal to or above 95% of parents strongly agreeing/agreeing they recommend the school.</p>	<p>Tell Them From Me data indicates that the school (8.2) is above the NSW Government norm (7.4) in regard to 'Parents Feel Welcome'. 94% of parents strongly agreed/agreed that they would recommend the school.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Leading Domain</b></p> <p><i>Element: Management Practices and Processes</i></p> <p>Focus theme: Community Satisfaction (SG)</p>	<p>Self-assessment against the School Excellence Framework shows the element of Management Practices and Processes and the focus theme Community Satisfaction to be Delivering.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$177,178.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyee 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>• Personalised Learning</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>• additional SLSO staffing to assist students with additional learning needs.</li> <li>• SLSO staffing release for targeted professional learning around MiniLit, MultiLit, progressions and decodable readers.</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around behaviour adjustments.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Each class has access to an SLSO to support students in their learning. The capacity of SLSOs to support at an individual level was enhanced through weekly professional learning on how to best cater for students with targeted needs.  Mini-Lit intervention was delivered to 8 identified students  Multi-Lit was delivered to 6 identified students. Average growth of assessment scores after 20 weeks was 10%  Students engaged with the curriculum with additional support from LaST and SLSO  LaST met CT and SLSOs to prioritise needs of target students, connect with support agencies and complete Access Requests where needed.  Connections made with family members in the development of PLSPs and Behaviour Support Plans.  Teachers capacity and understanding of behaviour and safety plans increased - co-design model implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  SLSO roles and responsibilities will be refined with a stronger focus on providing support based on student data and need. SLSO targeted professional learning, based on our improvement initiatives will continue to be delivered  Continuation of streamlining of LST procedures - target students, PL, family connections, data gathering, plan preparation and appropriate interventions.  Alignment and implementation of LST procedures with the DoE Inclusive, Engaged and Respectful schools reform  Sentral recording of plans to be streamlined.</p>
<p>Socio-economic background</p> <p>\$196,988.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyee 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>• Evidence-based Teaching</li> <li>• Personalised Learning</li> <li>• High Impact Professional Learning</li> <li>• Collaborative and Reflective Practice</li> <li>• Wellbeing</li> <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>• professional development of executive staff staff through blended learning PL on reading to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional</li> </ul>

<p>Socio-economic background</p> <p>\$196,988.16</p>	<p>learning needs</p> <ul style="list-style-type: none"> <li>• professional development of staff through programming, NESA requirements to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Assistant principal and teachers understanding of teaching reading with a focus on comprehension was deepened. The APCI supported teachers in their understanding of quality assessment in reading, monitoring of students progress with an emphasis of where to next. Department quality assured assessment was utilised with post/pre testing indicating an increase from 48% to 62% of students on track, decrease from 40% to 30% of students requiring careful monitoring and a decrease from 12% to 8% of students requiring intervention.  Teachers were up-skilled with the working mathematically component of the NSW syllabus. Assessment was reviewed with all teachers receiving mathematical resources and assessment materials.  In conjunction with department funding, extra classrooms were established to support smaller cohorts.  Greater access to specialised staff for students in need and an increase in teaching resources for equitable access. Students undertaking intervention averaged 10% growth.  Occupational therapist employed by the school by screen students for targeted small group intervention. 23 kindergarten students in Write Start, students attained an average growth of 17%. All staff upskilled in Zones of Regulation.  Speech Pathologist employed by the school. Screened students were included in intervention groups with severe, moderate and mild receptive language speech delay. After 5 month weekly speech sessions 40% had achieved above average results with the average growth of students 1.8 levels.  2023 kindergarten students screened by OT and speech pathologist during Kindy Orientation ensuring teaching at point of need at commencement of Term 1  Review of wellbeing and PBL program and implementation with support of Assistant Principal Learning and Support purchase of Grow Your Mind - Social and Emotional Learning for students aligning to Inclusive, engaged and respectful school reform.  Enabling financial support for all students to access to excursions, uniforms, sporting events and extra curricular activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continuation and review of wellbeing and PBL program with establishment of Wellbeing Assistant Principal with emphasis on inclusion and school procedures. Research and provide resources to best support student engagement.  Occupational Therapist and Speech Pathologist to be retained by school to ensure early intervention.  Continued refinement of practice and delivery in accordance with the Behaviour Strategy K-12.  Continue and refine teacher programming collaboration to align with NESA requirements and underpinned by evidenced based best practice.</p>
<p>Aboriginal background</p> <p>\$38,238.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyee 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>• Community Voice and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$38,238.50</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• staffing release to undertake Aboriginal professional learning.</li> <li>• engaging Aboriginal mentor group to implement Aboriginal program at school for all students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through involvement in mentoring sessions, all students gained a deeper understanding of Aboriginal histories and culture and every teacher identified opportunities to embed Aboriginal histories and culture into their teaching and learning. Students and staff were recognised at the WSLA Deadly Awards, with students performing on the night. Staff, both non-teaching and teaching have a deeper understanding of Aboriginal histories and culture through attendance of Connecting to Country and Stronger Smarter training with an increase of staff joining and attending the Local Itji-Marru AECG.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of Aboriginal mentoring with a closer connection to community and the embedding of Aboriginal perspectives across all key learning areas. APC&amp;I to facilitate data analysis for Aboriginal students in the areas of literacy and numeracy, to investigate need for additional intervention. Continued strengthening of the Personalised Learning Pathways process.</p>
<p>Low level adjustment for disability</p> <p>\$104,161.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyee 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>• Evidence-based Teaching</li> <li>• Personalised Learning</li> <li>• High Impact Professional Learning</li> <li>• Wellbeing</li> <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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher (0.7 FTE) 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> The school achieved a consistent approach to student learning support and interventions with a greater number of students having access to targeted support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Targeted intervention will be further refined for identified students based on data and student needs.</p>
<p>Professional learning</p> <p>\$15,300.00</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 Wyee 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</li> <li>• Collaborative and Reflective Practice</li> </ul>

<p>Professional learning</p> <p>\$15,300.00</p>	<ul style="list-style-type: none"> <li>• Wellbeing</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 staff employed to work with Assistant Principal, Curriculum and Instruction to unpack and familiarisation of new curriculum.</li> <li>• Teachers released to undertake professional learning in support of Professional Development Plans aligning to school strategic improvement plan.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Survey results indicate teachers have a deeper understanding of the curriculum reform and implementation for 2023.  Differentiated professional learning for all teachers to support Professional Development Plan goals through online learning.  Four Aspiring Leaders identified, with all four undertaking Middle Leadership Induction. All aspirants attained leadership of school teams.  Teachers attended professional learning networks to enable current evidenced based practices to be built on/introduced.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continuation of professional learning for K-2 syllabus, and building understanding of 3-6 syllabus in preparation for 2024 implementation.  Professional learning strategic support with LEED program.  Continued professional learning on Positive Behaviour for Learning.</p>
<p>QTSS release</p> <p>\$32,407.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyee 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>• Evidence-based Teaching</li> <li>• High Impact Professional Learning</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 teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Stage two teachers gained a deeper understanding of the strategies to support working mathematically with mentoring from Assistant Principal, Curriculum and Instruction. Pre and post student assessment indicates an increase of 91% using taught strategy, and increase of 42% of students attempting questions in assessments. Planning for working mathematically strategies and talk moves are now evident in teacher programs with the scope and sequence updated.  Technology teacher team-taught with classroom teacher on the use of technology such as Lego Spike as a tool for learning. Teacher confidence with technology has deepened, and an increase of technology evident in teaching programs and observable in practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The continuation of technology teacher to build teacher capacity.  Working Mathematically initiative to continue into Stage 3.  Funding to support the department's initiative of additional release to support all staff with the implementation of the new curriculum.</p>
<p>COVID ILSP</p> <p>\$125,080.00</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</b></p>

<p>COVID ILSP</p> <p>\$125,080.00</p>	<p><b>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> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy relevant to their specific needs.</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students in the program achieved their personal learning goals with 95.1% of students making progress as a result of the literacy and numeracy intervention. PLAN 2 was utilised for tracking of students progress.</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. LaST/APCI to coordinate interventionists and to discuss student progress and evaluate interventions during data talks.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	110	92	69	68
Girls	101	99	98	99

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	92.6	94.2	92.5
1	93.2	94.0	90.7	88.2
2	93.8	92.0	93.9	87.1
3	91.5	89.7	90.8	88.2
4	93.9	83.6	93.6	84.7
5	93.5	91.8	89.7	88.8
6	90.9	89.0	93.7	84.4
All Years	93.4	90.7	92.5	87.7
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)	3.2
Classroom Teacher(s)	8.06
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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>	269,220
<b>Revenue</b>	2,859,259
Appropriation	2,792,039
Sale of Goods and Services	13,669
Grants and contributions	40,043
Investment income	1,277
Other revenue	12,231
<b>Expenses</b>	-2,732,192
Employee related	-2,374,645
Operating expenses	-357,547
<b>Surplus / deficit for the year</b>	127,067
<b>Closing Balance</b>	396,288

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>	160,073
<b>Equity Total</b>	339,390
Equity - Aboriginal	38,238
Equity - Socio-economic	196,989
Equity - Language	0
Equity - Disability	104,163
<b>Base Total</b>	1,775,422
Base - Per Capita	42,198
Base - Location	0
Base - Other	1,733,224
<b>Other Total</b>	280,913
<b>Grand Total</b>	2,555,798

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

In 2022, 63 students in Years 4, 5 and 6 completed the Tell Them From Me Survey. The survey included questions relating to learning, wellbeing, behaviour and positive relationships. In some questions, students selected a score out of 10 to indicate how well they believed the school was performing. The report the school receives includes the average school score with a breakdown under each year group, as well as the average score across the state. Some questions report on the percentage of students who agree or disagree with a statement.

Of the students surveyed, 80% felt a sense of pride in attending Wyee Public School, 51% felt a positive sense of belonging with students feeling that they had someone at the school who provided encouragement and who they could turn to for advice (school 8.3, state 7.7). In regard to behaviour, 86% felt that the majority of students displayed positive behaviour with 69% feeling they had not been subjected to any form of bullying (state 64%). There was a feeling amongst the majority of students that there were high expectations for success (school 8.7, state 8.7) and that there was a positive learning climate (school 7.2, state 7.2). When asked whether they felt they had a voice and were listened to at school by some or all the teachers, 100% said yes. In regard to our Aboriginal students who were surveyed, 84% felt good about their culture with 71% feeling that teachers have a good understanding of their culture.

The school sought opinions of all parents through the Partners in Learning Survey. The school had 31 responses, which is 48% above 2021. The survey included seven key areas and in each of these, parents selected a score out of ten to indicate how well they believed the school was performing. The reports that the school receives includes the school score as well as the average score across the state. In all seven key areas the school performed at or above the state.

The majority of parents see the school as a welcoming place (school 8.2, state 7.4) with helpful administration staff (9.3) and teachers who are easy to speak to (8.2). Parents feel informed (school 7.5, state 6.6) and feel the reports are written in terms they can understand (8.2.) In the parents recognised that the school supports learning (school 7.4, state 7.3) and acknowledged that teachers show an interest in their child's work (8.1). When asked if parents felt that their child was challenged at an appropriate level, 93% agreed. They recognised the school's support positive behaviour (school 7.7, state 7.7) and acknowledged the school as being inclusive (school 7.6, state 6.7) and a safe place to learn (school 7.7, state 7.4).

Teachers completed the Focus on Learning Survey which represents a total of 13 respondents. The survey focuses on two complementary areas being effective schools, and classroom and school practices. As with the student and parent surveys, teachers selected a score out of 10 to indicate how well they believed the school was performing. The report also includes the average score across the state. Some questions report on the percent of agreement to statements.

Teacher acknowledged the strength of the leadership at the school (school 7.3, state 7.1) with many acknowledging the guidance and support provided (7.8). In the area of collaboration (school 7.2, state 7.8), teachers discuss strategies that increase student engagement (8.0) and discuss learning needs of students with other teachers (8.4). Teacher identified the presence of a strong learning culture at the school (school 7.5, state 8.0) with high expectations (8.9) and a focus on individual student progress (8.6). They also acknowledged the school as inclusive (school 8.5, state 8.2) with a particular focus on of supporting students with particular learning needs (8.5). They acknowledged that discussing learning goals for each lesson with students as particularly important to their practice (8.3) but have identified providing written feedback as an area to strengthen (6.1). Our work with data informed practice (school 7.6, state 7.8) shows teachers using assessment to build understanding of where students are having difficulties in their learning (8.6). Teachers are using the results from formal assessment tasks to inform lesson planning (9.2). When reflecting on the strength of teaching strategies (school 7.5, state 7.9), written feedback was again identified as an area for improvement (5.6). In the area of technology use (school 6.7, state 6.7), there had been a marked increase from 2021. Teachers help students use computers or other interactive technology to undertake research (8.3) and teacher help students to overcome personal barriers to single interactive technology (7.8). In regards to supporting the learning of Aboriginal students, 62% of teachers felt they have the knowledge required to engage with students on Aboriginal culture and histories with 78% feeling confident in their ability to meet learning needs.

# 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.