

# 2022 Annual Report

## Wyong Public School



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# Introduction

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

Cutler Drive

Wyong, 2259

<https://wyong-p.schools.nsw.gov.au>

[wyong-p.school@det.nsw.edu.au](mailto:wyong-p.school@det.nsw.edu.au)

4352 2077

## School vision

Wyong Public School is dedicated to implementing evidence-based practices and developing all students as continuous, flexible learners. Together we provide academic and wellbeing support for the pursuit of excellence. Our school promotes productive citizenship, collaboration and diversity.

## School context

Wyong Public School has a focus on quality teaching and learning to improve student learning outcomes. School priorities include literacy, numeracy, building leadership, increasing engagement through technology and opportunities in sports and the creative and performing arts. The school has a strong student wellbeing program.

The school is located on the Central Coast and our students represent a wide range of backgrounds. Wyong PS has approximately 460 students with 21 classes including two Opportunity Classes, two Multi Category classes and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into grade groups to maximise student learning.

Our school funding in equity and tied funding is used to support all students in the classroom with an off-class, school-funded Deputy Principal, Highly Accomplished Lead Teacher, Instructional Leader Literacy, Assistant Principal Wellbeing and additional support staff, including SLSO staff. These funds are also used strategically to provide additional training and development for all staff.

We work closely with the Wyong Learning Community of schools, collaborating for school transition, sports, music, Education Week and professional learning opportunities for staff, including AVID.

Wyong Public School is a proud member of the Local Ngarra AECG. We have very strong connections to the local Aboriginal community and families. Our current Aboriginal population of 116 students are well supported by an Aboriginal Education Officer, SLSOs and LASTs. We include all students in learning Aboriginal perspectives in the classroom and in acknowledging or celebrating culturally significant days.

The school works in partnership with the Schools as Community Centre (SACC) on our school site that provides many services and programs for 0-8 years families and children. Our school has an active group of Parents and Citizens who support school programs and make time to meet, raise additional funds for acquisitions and attend the uniform shop. The school has a small sponsorship with Brian Hilton Toyota, L.J. Hooker Real Estate and QBD Bookstore.

Findings from our situational analysis drive our strategic directions for the next 4 years.. Our Strategic Directions include:

- Student Growth and Attainment
- Differentiation
- Wellbeing

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To have high expectations for all students that meet identified growth and attainment targets and to refine data driven teaching practices that are responsive to student learning needs.

### Initiatives

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

- Quality Reading Practice
- Quality Numeracy Practice

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$194,266.00

**Socio-economic background:** \$377,440.00

**Professional learning:** \$6,000.00

**Literacy and numeracy:** \$53,230.00

**Aboriginal background:** \$121,485.00

### Summary of progress

Throughout 2022, there was a focus upon utilising SCOUT and internal assessment data to provide a differentiated curriculum for students at point of need. Additional interventionists, with K-2 and 3-6 specialisations, were funded to provide in-class support for students and to also allow for withdrawal of targeted students, with an emphasis upon utilising decodable texts to bridge the gap for students requiring additional support. The school also employed an Aboriginal-identified SLSO to work with teachers in classrooms to provide individualised support for Aboriginal students to assist them in meeting literacy and numeracy benchmarks; along with supporting the focus upon the premier's priority in relation to the number of Aboriginal students occupying the top 3 NAPLAN bands. Aboriginal students were also provided with structured and explicit skill development in reading using the Literacy Progression's Reading and Viewing element: *Phonological Awareness and Phonic Knowledge* and *Word Recognition* skills.

High Impact Professional Learning was also identified as an area for development in 2022. The Assistant Principal, Curriculum Instruction (APCI) and the executive team developed a professional learning schedule that focused upon high impact teaching strategies and evidenced-based practices in Literacy and Numeracy. The APCI facilitated and delivered professional learning in using numeracy guides, working mathematically, Number Sense and the curriculum reform microlearning modules; and also collaborated with Assistant Principals to work alongside classroom teachers to model evidenced-based practices through demonstration lessons and attendance at stage meetings. Target areas for executive were identified to engage in classroom observations and provide feedback, in order to improve professional knowledge and practice.

Wyong Public School was a self-selector school for Curriculum Implementation. Throughout this process, Stage 1 staff implemented trial units of work, and were supported by APCI through demonstration lessons and team teaching models. K-6 Professional Learning focused on building teacher knowledge, understanding and capacity to implement the Mathematics curriculum through the Working Mathematically lens. This also led to a focus upon meaningful assessment practices, informed by implementing, and analysing data from, the *Interview for Student Reasoning* assessment, check-in Assessment, NAPLAN and PAT 1-6.

Moving forward, the school will continue to focus upon meaningful professional learning linked to curriculum reform, best practice in literacy and numeracy and the development of a suite of staged pre-assessment tasks. Staff will continue to be upskilled in utilising PLAN 2 to monitor student progress and in identifying links with the syllabuses. Staff will also be upskilled in the use of DoE stage-based assessment tools for post-assessment.

### 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
• Uplift from baseline of 51.1% with	No growth data available for 2022.

<p>expected growth in numeracy reflecting an upward trajectory, towards reaching the lower bound target of 58.2%</p>	
<ul style="list-style-type: none"> <li>• Uplift from baseline of 48.4% with expected growth in reading reflecting an upward trajectory, towards reaching the lower bound target of 57.4%.</li> </ul>	<p>No growth data available.</p>
<ul style="list-style-type: none"> <li>• Uplift of 5% of students in Top 2 bands NAPLAN numeracy.</li> </ul>	<p>In 2022, NAPLAN data indicates that 32% of students occupied the top 2 skill bands for numeracy, representing a decrease of 6.7% when compared to 2021 data.</p>
<p><b>Achievement of 2022 system negotiated targets:</b></p> <ul style="list-style-type: none"> <li>• Uplift of 6% of students in Top 2 bands NAPLAN reading.</li> </ul>	<p>In 2022, NAPLAN data indicates that 40.8% of students occupied the top 2 skill bands for reading, representing a decrease of 8.4% when compared to 2021 data. This is slightly above the agreed lower bound target of 38.3%.</p>
<ul style="list-style-type: none"> <li>• Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN reading to the lower bound target of 49.7%.</li> </ul>	<p>In 2022, NAPLAN data indicates that 30% of Aboriginal students occupied the top 3 skill bands for reading, which is below the lower bound target of 49.7%.</p>
<ul style="list-style-type: none"> <li>• Uplift of the proportion of Aboriginal students achieving Top 3 bands in NAPLAN numeracy to the lower bound target of 43%.</li> </ul>	<p>In 2022, NAPLAN data indicates that 26% of students occupied the top 3 skill bands for numeracy, which is below the lower bound target of 43%.</p>

## Strategic Direction 2:

### 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.

- Differentiation

### Resources allocated to this strategic direction

**QTSS release:** \$96,649.00

**Low level adjustment for disability:** \$68,952.00

**Socio-economic background:** \$154,765.00

**English language proficiency:** \$26,662.00

**Per capita:** \$2,986.00

**AP Curriculum & Instruction:** \$210,799.00

### Summary of progress

In 2022, a high rate of absences, particularly in Term 1 and 2, had a significant impact on the delivery of Teacher Professional Learning (TPL); particularly in-class modelling and in continuity of learning for students. Unexpected staff changes also impacted the Highly Accomplished Lead Teacher (HALT) role as initially planned, with the HALT moving to the relieving APCI role in Term 2. Adjusting the timetables to accommodate the work of the Intensive Learning Support Program (ILSP) tutors, who were providing differentiated small group tuition, took some time to implement effectively. Staff changes, absences and shortages continued to impact the ILSP tutor program which included supporting students in writing. As a *self-selector* school, Stage 1 was also constrained in their direction by their implementation of the trial units. This impacted the choice of K-6 assessment criteria each term. The new syllabus requirements for English resulted in changes to how Stage 1 delivered writing. The writing task processes in the new syllabus included publishing work in a variety of ways and this emphasis was a change to existing practices.

The willingness of all staff to collaborate and share their writing programs and assessment expertise has continued to consolidate staff knowledge and skills. The embedded use of effective strategies includes: mentor texts, planning scaffolds, anchor charts, word walls for vocabulary, authentic writing experiences, and Learning Intentions and Success Criteria. Each term of the K-6 Writing Focus (which began in response to the 2019 NAPLAN Writing results), student work samples and rubrics were used in all grades to promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. ILSP tutors provided differentiated work for targeted students and the improvement in the vocabulary was observed by tutors, classroom teachers and the APCIs.

The post testing of staff knowledge shows the least consistent writing criteria knowledge was related to the terms, 'begins to engage the reader' and 'engages/persuades the reader' ; with 50% of staff able to match the criteria to the score in the post test. Analysis of staff post tests revealed that staff required to develop a further understanding of the criteria in relation to student writing samples that demonstrated "engaging the reader". Consistency and accuracy of teacher judgment of writing is high. Evidence-based strategies for teaching writing are being implemented K to 6. The focus on the students' *writing stamina* in teachers' writing programs reflects the improved teacher knowledge of the stage expectation around the length of texts that students should produce.

One measure of the impact of the program was the analysis of percentages of students in NAPLAN bands. The desired increase in the top bands and decrease in the lower bands has occurred.

In 2023, K-2 programs will align with the 2023 Curriculum Reform units of work and the prescribed formative and summative assessment, that includes mapping learning to an appropriate learning progression. Growth data was not available for 2022 as Year 5 students did not complete NAPLAN in 2020. Internal data will be used to identify areas of need. The process for setting and tracking writing goals for classes and students will be revised. TPL will upskill staff in the use of SCOUT to understand student achievement and provide differentiated programs.

The schedule of assessment for reporting will be revised to align with the Curriculum Reform units and facilitate A to E reporting each semester. TPL for all staff will address the delivery of content organised under the textual concepts to consolidate understanding for teachers who have completed the Curriculum Reform trial units and prepare the remaining staff for the new syllabus.

### 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><b>Increase proportion of students achieving at or above expected growth for writing to the following levels:</b></p> <ul style="list-style-type: none"> <li>• Year 5 to 63%.</li> <li>• Year 7 to 54%.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 5:</b> Growth data for NAPLAN writing is unavailable for 2022.</li> <li>• <b>Year 7:</b> Growth data for NAPLAN writing is unavailable for 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• The proportion of Year 3 students in the top 3 NAPLAN bands for writing is 67%.</li> <li>• An uplift of Year 5 students in the top 3 NAPLAN bands for writing to 58%.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2022, NAPLAN data indicates that 58% of Year 3 students occupied the top 3 skill bands for writing, which is below the progress measure of 67%.</li> <li>• In 2022, NAPLAN data indicates that 39% of Year 5 students occupied the top 3 skill bands for writing, which is below the 2022 target of 58%.</li> </ul>
<ul style="list-style-type: none"> <li>• Effective data systems on student achievement and wellbeing are established and accessed by teaching and administrative staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement is mapped against internal and external data, including standardised testing.</li> <li>• Wellbeing is mapped against internal data, including observations and internal database. Data used to inform wellbeing initiatives to support students.</li> </ul>



### 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.

- LST Learning Support
- Productive Citizenship

### Resources allocated to this strategic direction

**Professional learning:** \$21,500.00

**Socio-economic background:** \$22,461.00

**Aboriginal background:** \$40,921.00

**Integration funding support:** \$293,172.00

### Summary of progress

In 2022, the school initiated a whole-school Teacher Professional Learning schedule to deliver on updated whole-school wellbeing practices K-6. TPL was integrated alongside planning of wellbeing and playground systems to support change as new wellbeing processes were being implemented. Staff jointly developed whole-school expectations in consultation with students and community, which then informed a school consistency guide that would be implemented across all settings. The focus for this approach relied on the re-alignment of positive re-enforcers with whole-school wellbeing procedures. Initially, this process begun with a review of PBL expectations, which was then refined as the Inclusive, Engaging and Respectful Schools (IER) rollout occurred throughout the school year. With the introduction of Wyong Wellbeing procedures, an embedded use of the consistency guide and ongoing PL, the incidence of negative incidents for students decreased by 41% between term 1 and term 3. To support program implementation, all staff participated in a sensory processing workshop in order to assist them in gaining a greater understanding of how each of the senses impacts behaviour, function, emotional regulation, relationships and learning. During Term 3, the Wellbeing team reviewed the newly introduced Wyong Wellbeing procedures to ensure that they were in line with IER. TPL around the IER began in term 4, where all teaching staff participated in an initial school-based PL. Extracurricular interest groups began operating at every break, with 50 -70 students participating in their chosen activity. Staff supported individuals with high levels of disengagement by linking them to staff, peers and interest, which led to an increase in engagement at break times and a decrease in negative behaviours. Along with Wellbeing, attendance was also of significant focus for the school; baseline data was collected to inform processes, whilst a fortnightly attendance review with the Home School Liaison Officer provided feedback and suggestions that were then relayed to Assistant Principals and class teachers. Explained absences and consistent communication were identified as areas of need, along with the tracking of meaningful school data.

Moving forward, the school will continue to review student attendance data, identifying key cohorts and the supports/ adjustments that can be implemented. Reinforcers and consistent communication processes are to be continually monitored and refined to support 100% attendance or explained absences. The Wellbeing team will collaboratively create the School Behaviour Support and Management Plan in consultation with staff, community and students. Professional Learning was planned for the Term 1 Staff Development Day, 2023, to ensure a shared understanding and consistent implementation.

### 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
<ul style="list-style-type: none"> <li>• An uplift of 3% of students achieving 90% or above attendance to above 79% attendance.</li> </ul>	In 2022, attendance data indicates that 47.9% of students attended school for 90% of the time or more, which is below the progress measure of 79%.
<ul style="list-style-type: none"> <li>• An uplift of 2% of students reporting positive wellbeing in the TTFM survey to achieve at or above 85%.</li> </ul>	In 2022, data indicates that 68% of students reported positive wellbeing, which demonstrated a decrease of 11% when compared to 2021 data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$293,172.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyong 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>• LST Learning Support</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 staffing to assist students with additional learning needs</li> <li>• Staffing release to build teacher capacity around effective behaviour intervention and curriculum adjustments.</li> <li>• Intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students with individual and complex learning needs are supported to a greater extent in the classroom and playground; and when engaged in extra-curricular activities.  Students with additional needs relating to wellbeing are supported by a more tailored wraparound, especially in the areas of social and emotional wellbeing, where additional staff have been able to more effectively implement a planned approach with external providers and families.  Improved access to the curriculum for students experiencing difficulty in engaging in the classroom is evident.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to support students with additional needs by way of structured programs in the classroom and across the school to promote ongoing success for all students. The partnerships built with external agencies will continue to be fostered.</p>
<p>Socio-economic background</p> <p>\$589,666.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong 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>• Quality Reading Practice</li> <li>• Quality Numeracy Practice</li> <li>• Differentiation</li> <li>• LST Learning Support</li> <li>• Productive Citizenship</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>• Employment of additional staff to support literacy and numeracy implementation.</li> <li>• Resourcing to increase equitability of resources and services</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• Facilitation and delivery of Professional Learning in Numeracy Guides, Working Mathematically, Number Sense and Curriculum Reform microlearning modules, incorporating research.</li> <li>• Implementation and data analysis of Interview for Student Reasoning Assessment, Check In Assessment, NAPLAN and PAT across K-6.  Development of pre-assessment tasks (Assessment for learning).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Teachers are supported to effectively use student assessment data to reflect on teaching effectiveness and provide individualised, explicit,</p>

<p>Socio-economic background</p> <p>\$589,666.00</p>	<p>differentiated and responsive learning opportunities. A whole-school approach to wellbeing has been established, underpinned by a structured approach to playground duty to enhance student engagement during break times. Consistent attendance procedures are evident across the school, underpinned by re-enforcers for students who demonstrate high/ improved attendance. Enhanced engagement with families, including those from Aboriginal backgrounds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing High Impact Professional Learning for teachers to support ongoing growth in developing effective literacy and numeracy programs. Continued monitoring of attendance and wellbeing, supported by the implementation of the IER package. Ongoing monitoring of student learning, underpinned by increased teacher understanding of, and capacity to implement, visible learning concepts to support effective feedback, clear learning intentions and success criteria.</p>
<p>Aboriginal background</p> <p>\$172,406.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong 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>• Quality Numeracy Practice</li> <li>• LST Learning Support</li> <li>• Productive Citizenship</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Capacity building for all staff around the development, implementation and reviewing of PLPs, in consultation with AECG. AEO collaborated with families during PLP process to ensure meaningful connection for students and their families. PDP's entailed identifying educational, social and cultural goals, based upon a strengths-based approach for students. 15 staff members attended Connecting to Country, facilitated by the NGARA AECG, which had the impact of all attendees developing a deepened understanding of local sites, culture and the Aboriginal People's deep connection to the land. Employment of Aboriginal-identified SLSO to support Aboriginal students in and beyond the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to develop meaningful partnerships with the local AECG and our families and community. The school will participate in the 5-lands walk and connection with Wyong HS will be broadened further, and refined, through sharing resources, people and developing effective transition processes for Aboriginal students.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$26,662.00</p>	<p>all four phases of English language learning at Wyong 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>• Differentiation</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>• Establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• Additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Student progress showing high growth on the EAL/D learning progressions, with a large percentage of EAL/D students achieving expected or above expected growth.  EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued support of EAL/D students by a specialised EAL/D teacher to access the curriculum with increasing success.  Capitalise on teacher confidence in differentiating so that they can design teaching and learning activities to reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$263,218.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyong 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>• Quality Reading Practice</li> <li>• Quality Numeracy Practice</li> <li>• Differentiation</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>• Planning for differentiated and individualised learning.</li> <li>• Employment of additional staff to facilitate the support of students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  K-6 staff utilising consistent teacher judgement to deliver support, differentiated learning and explicit teaching.  High impact professional learning delivered to build staff capacity in teaching, monitoring and assessing student achievement.  Increased engagement with families and external agencies to deliver greater support and ongoing monitoring of tailored learning and wellbeing programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued professional learning to increase teacher capacity to deliver individualised and differentiated curriculum to support students with additional needs.  Continue to utilise additional staff to support the ongoing acquisition of skills for students requiring additional support.  Increase partnerships with external agencies and families to deliver wraparound support.</p>
<p>Professional learning</p> <p>\$33,500.00</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 Wyong Public School.</p>

<p>Professional learning</p> <p>\$33,500.00</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>• Quality Reading Practice</li> <li>• LST Learning Support</li> <li>• Productive Citizenship</li> <li>• Other funded activities</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>• Utilising Highly Accomplished Teacher and APCI to lead learning around evidence-based approaches to teaching reading and numeracy.</li> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</li> <li>• Employment of additional staff to allow additional PL sessions to build teacher capacity in comprehension, writing and numeracy.</li> <li>• Teacher mentoring.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increase in the number of students acquiring an understanding of key comprehension and reading skills, along with growth in students' results in mathematics against internal and standardised assessment data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further development in relation to teacher capacity to deliver ongoing improvement in student performance measures, facilitated by growth in quality practice and increased shoulder to shoulder and mentoring support for teachers in literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$53,230.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyong Public School from Kindergarten to Year 6.</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>• Quality Reading Practice</li> <li>• Quality Numeracy Practice</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>• Online program subscriptions to support literacy and numeracy</li> <li>• Targeted professional learning to improve literacy and numeracy</li> <li>• Employment of an additional Learning and Support intervention teacher</li> <li>• Resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ongoing skill development for staff in effective literacy and numeracy practice, with a focus upon early reading, writing and number sense. A sustained focus upon collaborative practice that supports effective assessment practices and consistent teacher judgement. Teacher professional learning implemented to support teacher use of learning intentions and success criteria to raise expectations for students. School learning support officers upskilled to provide them with an ability to effectively support in-class programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to utilise and up-skill all staff, underpinned by intensive and extensive support from Assistant Principal(s), Curriculum and Instruction. Further embedding of mentoring and support processes within classrooms, with a particular focus upon collegial practice related to the explicit teaching of literacy and numeracy.</p>
<p>QTSS release</p> <p>\$96,649.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyong Public School.</p>

<p>QTSS release</p> <p>\$96,649.00</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>• Differentiation</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</li> <li>• Assistant principals provided with additional release time to support classroom programs</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>  Student growth was evident in all targeted criteria across all stages with student absence having the most impact on data.  Pre and post testing of staff knowledge in Term 1 and Term 2 demonstrated improvement in teacher knowledge of writing criteria components.  Each term of the K-6 Writing Focus, (which began in response to the 2019 NAPLAN Writing results), student work samples and rubrics are used in all grades to promote consistent and comparable judgement of student learning, monitoring of student learning progress, and identification of skill gaps for improvement and areas for extension.  Staff guided to measure progress in numeracy, utilising the Learning Progressions, NAPLAN results and IFSR to inform practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Further development of professional learning in vocabulary is required due to its strong connections with skill acquisition in reading and comprehension.  Continued professional learning for staff in utilising the learning progressions to monitor student learning.  Increasing staff professional learning and development in relation to multiplicative strategies, and fluency in mathematics.</p>
<p>COVID ILSP</p> <p>\$349,869.00</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> <li>• Releasing staff to analyse school and student data to identify and support students requiring additional instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Individualised and small group learning programs developed, utilising data from PAT, Check-In and NAPLAN to inform group structure.  Students tracked using PLAN2.  Whilst staff and student absences impacted the overall effectiveness of the program, growth was evident over the course of the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to refine the role of the COVID ILSP tutors, in line with ongoing analysis and monitoring of student data and achievement.  Professional learning, in line with "What Works Best- Use of data to inform practice".</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	253	246	250	220
Girls	219	223	212	192

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	91.4	87.9	81.6
1	91.5	90.8	89.2	80.8
2	92.1	88.6	88.2	84.3
3	90.4	91.2	85.1	80.0
4	91.2	89.4	89.3	78.9
5	92.0	93.1	88.9	83.8
6	91.2	91.3	90.2	82.8
All Years	91.6	91.0	88.5	81.9
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)	7.4
Classroom Teacher(s)	17.44
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.8
School Administration and Support Staff	7.32

\*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 Actual (\$)
<b>Opening Balance</b>	271,432
<b>Revenue</b>	6,722,850
Appropriation	6,413,394
Sale of Goods and Services	328
Grants and contributions	308,102
Investment income	826
Other revenue	200
<b>Expenses</b>	-6,630,722
Employee related	-6,059,901
Operating expenses	-570,821
<b>Surplus / deficit for the year</b>	92,128
<b>Closing Balance</b>	363,560

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>	277,606
<b>Equity Total</b>	1,083,055
Equity - Aboriginal	172,451
Equity - Socio-economic	620,724
Equity - Language	26,662
Equity - Disability	263,217
<b>Base Total</b>	3,746,324
Base - Per Capita	121,301
Base - Location	0
Base - Other	3,625,022
<b>Other Total</b>	732,022
<b>Grand Total</b>	5,839,007

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.

## ***Tell Them From Me Student Survey***

In 2022, our students provided input into wellbeing practices across the school in response to some of our focus areas from the 2021 *Tell Them from Me* surveys. Student feedback indicated that wellbeing needed to be a priority in 2022 and, as a result, the school reviewed our approach to wellbeing through consultation with staff, students and caregivers in relation to responding to student need. After the implementation of this process, 71% of students reported that they had positive relationships (NSW Govt Norm 85%), which means that, moving forward, the school will continue to focus on student engagement and positive relationships. This is further reinforced by the fact that 73% of students value schooling outcomes, which is well below the NSW Govt Norm of 96%. Pleasingly, 86% percent of our students reported demonstrating positive behaviour, which presents an uplift of 3% from 2021. The NSW Govt Norm was 83%. Our students indicated that we are just under the NSW Govt Norm for bullying (34%, NSW Govt Norm 36%) and also just below for advocacy. Three quarters of students report that they know where to find help if they are being bullied. Student wellbeing will continue to be a priority in 2023, with the continuation of the development of a whole-school approach to wellbeing underpinning work in this area.

## ***Tell Them From Me Parent Survey***

37 parents completed the *Tell Them From Me* Parent Survey for 2022, where they undertook the *Partners in Learning* Parent Survey. The *Partners in Learning* Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. A summary of the results of the 7 measures, calculated using a 10-point scale, is presented below:

***Parents feel welcome:*** 6.4 (NSW Govt Norm- 7.4)

***Parents are informed:*** 6.2 (NSW Govt Norm- 6.6)

***Parents support learning at home:*** 7.1 (NSW Govt Norm- 6.3)

***School supports learning:*** 6.8 (NSW Govt Norm- 7.3)

***School supports positive behaviour:*** 7.3 (NSW Govt Norm- 7.7)

***Safety at school:*** 6.0 (NSW Govt Norm- 7.4)

***Inclusive School:*** 6.2 (NSW Govt Norm- 6.7)

## **Teacher Feedback**

In 2022, the school had a focus upon High Impact Professional Learning, particularly in relation to curriculum reform, differentiation and assessment. Staff engaged in pre and post feedback around their own knowledge of these concepts in Term 1, and Term 2 demonstrated improvement in teacher knowledge and skills. Staff reported confidence in having a shared understanding of assessment and consistent teacher judgement and also reported that they would readily seek assistance from their colleagues when assessing student work samples after professional learning in these areas. Staff feedback indicated that participation in PL supported an increased implementation of effective strategies for differentiation and effective assessment, and that the PL undertaken by them was highly valued.

Based upon this feedback, future actions for improving consistent teacher judgement for staff in assessment and differentiation will include more professional learning and increased exposure to exemplar student work samples to further improve staff accuracy when assessing student work.

# 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.