

# 2022 Annual Report

## Wyong Creek Public School



3528

# Introduction

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

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

## School contact details

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## Message from the principal

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Thank you for taking time to look at our school report. . As I was preparing for this year's report I looked over the previous two school reports, for last year which began with "This has been a challenging year..." I am delighted not to have to say that 2022 was much more settled with no COVID interruptions.

When reporting I always look back on the achievements from the year just past and try to sum up the year. For the past few years it was "well we survived"

This year however, I am happy to lead with "Well we have thrived...." As a school we have thrown ourselves into providing every single possible opportunity for the children and we have excelled. I am even happy to go as far as to say in 2022 we created pretty close to the perfect school here at Wyong Creek.

Our staff are second to none and I thank them for all of the efforts that they have put into making our school a better place in 2022.

Our Infants team of Mrs Herbert and Mrs Phillips not only provide love and care for your children every day but truly lead the state in their accomplishments. This year they were challenged to be a trial school and implement the new English curriculum. On top of their usual teaching duties they would work with state office in interpreting, implementing and evaluating the units of work. This culminated with them being invited to present to local Principals their journey this year and provide assistance and guidance to these Principals in implementing the new curriculum next year.

Mr Smith in stage two not only provided the love and care of your student but continued to lead the state in the running of sport programs within schools. A journey which again took him to playing a leading role in the running of the National Athletics Carnival.

Miss Nova as well as showing the love and care for her class took on a new role in leading the state in implementing digital technologies within schools. This role saw her train our staff in the use of digital technologies as well as advise teachers from around the state in best practice in the use of ICT.

Miss Morris, also returned to us in 2022 not only showing the love and care for your children but taking on perhaps the most difficult job of all. Finding that fine balance between being a wonderful mother of a toddler and returning to work.

Although I am recognising our teaching staff today I would like to personally thank all of our staff, SLSO's, ground staff, our learning support teacher, Cathie in the office and also the amazing Kaylene. Without whom we would not accomplish have as much as we do in a year.

To our amazing P&C. It has been fabulous working with you again without any restrictions on what we can and can't do. Thank you for all of your efforts. To Rennee Perkins, our P&C president, thank you for all you have done for our school. The relationship between a Principal and the P&C president needs to be a strong one. I love the fact that we can call each other at any time to work through any issues or planning that may need to happen. Thank you for all you have

done.

And now to our students. Who are truly amazing!! This year they have achieved great things with their learning. The majority of our results are once again above state and local school averages, achievements in sport are wonderful, our school has competed in international coding competitions, they have all learnt to swim in our intensive swim program and have put on the best school musical I have seen anywhere anytime.

To our staff, families, and Students. I mean it when I say thank you for who you are and what you do. Seeing your smiles when we say good morning to each other each day is truly the favourite part of my day. With the pandemic, It has taken a bumpy few years recently but we are back on track now. So much so that as of today, for me WCPS no longer stands for Wyong Creek Public School. For me, it stand for Wyong Creek Perfect School. And long may it stay that way.

## School vision

At Wyong Creek Public School a holistic approach to learning fosters a culture of resilient and creative learners. We aim to equip all members with the skills to achieve excellence in key learning areas and enhance our local community.

## School context

Wyong Creek Public School is a small school established in 1883 and has a current enrollment of 81 enrollments, including 2 Aboriginal students.

The school is located in a rural setting on the Central Coast of New South Wales and is a proud member of the Wyong Learning Community. Wyong Creek Public School values community engagement and is a highly regarded school which celebrates students' strengths and is reinforced by our school motto on a daily basis "Wisdom in learning. Freedom in spirit".

Wyong Creek Public School has a mix of experienced and early career teachers. The school values its community. Our family and friendly feel, is focused on maintaining and building strong partnerships with staff, parents and students and is well supported by an active Parents and Citizens' Association.

A strong focus is on the delivery of quality teaching programs with emphasis on literacy and numeracy outcomes. The school embeds and integrates technology, STEM and Creative and Critical Thinking opportunities into teaching and learning which are major aspects of future school planning and improvement. The school provides programs to support student's well being and learning and support needs.

Students are encouraged to be self-motivated, creative and successful learners and engage in all aspects of school life. The school offers a variety of environmental programs and initiatives, band, creative and performing arts activities and sport, student leadership opportunities through our school leaders program and Peer Support. We are strengthening strong partnerships with our Aboriginal community and local Ngara AECG .

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Literacy strategy.
- Anita Chin Numeracy
- High Potential Students
- Aboriginal education

### Resources allocated to this strategic direction

### Summary of progress

#### Literacy

- Minilit was implemented throughout 2022 to eleven targeted students who engaged with the Minilit Program. Reading results indicate an upward shift from 167 to 494.5.

#### Numeracy

- Our 2022 numeracy focus of metacognitive talk was based on reflection of 2021 data and pre-tests. Extensive professional learning and explicit teaching of additive strategies increased teacher confidence in implementing Metacognitive Talk. Pre and post tests showed growth in student achievement. Next steps for 2023 are to embed learning sprints with the new curriculum.

### 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>• A minimum uplift of of 6.3% in year 3 &amp; 5 students achieving in top two bands in NAPLAN numeracy to reach the lower bound target of 41.8%..</li></ul>	<ul style="list-style-type: none"><li>• A decreased percentage of students achieved in the top two skill bands for <b>numeracy</b> indicating the school did not meet the system negotiated target, however focus on this target has resulted in explicit teaching of additive strategies. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li></ul>
<ul style="list-style-type: none"><li>• A minimum uplift of of 6% in year 3 &amp; 5 students achieving in top two bands in NAPLAN reading to reach the lower bound target of 52.8%.</li></ul>	<ul style="list-style-type: none"><li>• A decreased percentage of students achieved in the top two skill bands for reading indicating the school did not meet the system negotiated target, however focus on this target has resulted in improvements in teaching and learning experiences to ensure every student in challenged.. Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.</li></ul>
NAPLAN growth as measured by School Excellence Framework: <ul style="list-style-type: none"><li>• Value added data in Scout for K-3 in an upward trajectory towards excelling.</li><li>• Value added data in Scout for Years 3-5 moves in upward trajectory towards Excelling.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of <b>effective classroom practice</b>.</li></ul>

<ul style="list-style-type: none"> <li>• Value added data in Scout for Years 5-7 moves in an upward trajectory towards Excelling.</li> </ul>	
<p>Collection of evidence is now demonstrating and upward trajectory from delivering in Data Use in Teaching, Sustaining and growing in Value add NAPLAN, student growth and internal and external measures.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the <b>element of effective classroom practice</b>.</li> </ul>
<p>Use 2021 data to drive teaching and learning.</p>	<p>2021 data informed numeracy directions in 2022.</p>

## Strategic Direction 2: Expert staff with high expectations.

### Purpose

To facilitate our school's focus on sharing curriculum knowledge, data informed practices and feedback where growth and achievement are evaluated and celebrated, quality professional learning and high leverage evidence-based teaching strategies will form the foundation of teacher effectiveness and will inform school directions.

### 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.

- Principal Mentoring
- Quality Teaching Rounds
- Whole school assessment
- Peer support

### Resources allocated to this strategic direction

### Summary of progress

The schools 2022 focus was developing teacher capacity with plotting student achievement across Literacy Progressions for Punctuation.. Teachers unpacked the Literacy Punctuation progressions in order to understand where students are at in their learning and determine where to next. This resulted in the Term 4 average writing score for punctuation for all students S1 to S3 was 2.17.

### 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>• Students attending school 90% of the time from a baseline of 82.7% reaching the lower bound target of 86.7%</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased by 29%</li></ul>
<ul style="list-style-type: none"><li>• Students reporting "expectations for success, advocacy, and sense of belonging from a baseline of 92.9% to reach a lower bound target of 94.7%.</li></ul>	<ul style="list-style-type: none"><li>• The percentage of students reporting "expectations for success, advocacy and sense of belonging" is 95.6%.</li></ul>
<p>The collection of evidence and data is demonstrating;</p> <ul style="list-style-type: none"><li>• Curriculum-teaching and learning programs to be above sustaining and growing.</li><li>• Curriculum differentiation to be above sustaining and growing.</li><li>• Assessment-Formative assessment. To be above sustaining and growing.</li><li>• Assessment-Summative. To be above sustaining and growing</li><li>• Learning and development-.collaborative practice and feedback to be above sustaining and growing.</li><li>• Learning and development-.coaching and mentoring to be above sustaining and growing.</li><li>• Effective classroom practice-Explicit teaching to be above sustaining and</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</li></ul>



<p>growing.</p> <ul style="list-style-type: none"> <li>• Effective classroom practice-Learning culture is working towards sustaining and growing.</li> </ul>	
<p>Strategies as influenced by the 2021 are explored and delivered.</p>	<p>Instructional rounds were implemented with K - 1 teachers for literacy and numeracy.</p>
<p>PDP process is evidenced to be aligned to coaching targets.</p>	<p>Collaborative practice and coaching informs teacher PDP goals.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$79,216.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyong Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* Identify students supported to get access to the curriculum and the implementation of appropriate adjustment for class work.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The next steps to support our students in 2023 is co-developing supports with families and teachers.</p>
<p>Socio-economic background</p> <p>\$12,875.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyong Creek 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>• 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 [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Enhance explicit teaching targeting student individual differentiated learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Identify student needs for 2023.</p>
<p>Aboriginal background</p> <p>\$1,822.65</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyong Creek 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>• 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>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>PLP were collaboratively developed and the processed was implemented which increase parent input and student engagement.</p>

<p>Aboriginal background</p> <p>\$1,822.65</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Engage in community consultation to support the development of cultural competency.</p>
<p>Low level adjustment for disability</p> <p>\$32,559.77</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyong Creek 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>• 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 LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective establishment of Learning Support Team which implemented small group activities and secured ISF for students with special needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of the employment of the Learning and Support teacher to work with identified students.</p>
<p>Professional learning</p> <p>\$8,469.06</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 Creek 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>• 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>• * 1 teacher attended Connecting to Country PL.</li> <li>* 2 teachers attended PL on New Curriculum Reform.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Built teacher capacity on cultural competencies.</li> <li>* Built teacher capacity to deliver PL around curriculum reform</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Roll out new curriculum reform across K-2.</p>
<p>QTSS release</p> <p>\$15,054.65</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyong Creek 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>• 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>• Roll out of new curriculum reform, incorporating planning, observation and implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have a deeper understanding of new syllabus requirements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation of New curriculum reform for K-2 and planning for roll out for 3-6.</p>

COVID ILSP

\$35,400.00

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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Other funded activities

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition

**The allocation of this funding has resulted in the following impact:**

Eleven students were identified for the COVID ILSP Program. The focus areas was to target student Reading Skills. . Minilit was implemented throughout 2022 to eleven targeted students who engaged with the Minilit Program. Reading results indicate an upward shift from 167 to 494.5. Teacher observed an increase in engagement within the classroom.

**After evaluation, the next steps to support our students will be:**

Include students who did not achieve their individual learning goal into the 2023 groups.  
Analyse Scout and internal assessment data to identify students and cluster them in groups by need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	50	47	41	43
Girls	41	38	38	41

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	91.2	96.0	80.6
1	95.0	95.9	91.6	88.7
2	94.0	96.3	89.5	83.1
3	92.6	93.1	93.4	87.9
4	89.2	95.3	92.5	86.7
5	91.7	91.1	91.5	83.9
6	93.4	94.0	93.3	87.3
All Years	92.8	94.0	92.7	85.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41

\*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>	99,940
<b>Revenue</b>	1,132,104
Appropriation	1,074,526
Sale of Goods and Services	1,045
Grants and contributions	55,955
Investment income	578
<b>Expenses</b>	-1,128,340
Employee related	-970,590
Operating expenses	-157,750
<b>Surplus / deficit for the year</b>	3,765
<b>Closing Balance</b>	103,705

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>	79,216
<b>Equity Total</b>	47,258
Equity - Aboriginal	1,823
Equity - Socio-economic	12,876
Equity - Language	0
Equity - Disability	32,560
<b>Base Total</b>	822,136
Base - Per Capita	19,962
Base - Location	0
Base - Other	802,174
<b>Other Total</b>	70,203
<b>Grand Total</b>	1,018,812

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

## Parent Survey

To inform the school improvement plan, parents were surveyed via survey monkey and 27 responded within 48 hours of releasing the survey. A summary of the findings is recorded below.

### **Positive responses to the Parent/Caregiver Survey questions:**

- 96% agreed that teachers help students develop positive relationships..
- 100% concluded that teachers take an active role in making sure all students are included in school activities..
- 100% of parents/caregivers feel welcomed into the school.
- 91% of parents value and support their child's education as they indicated they support learning at home.
- 81% believe that teachers devote time to provide extra-curricula activities.
- 80% agree that the individual learning needs of their child are addressed
- 41% indicated that they would like to get more involved with our school.

### **Considerations for future directions in teaching and learning at Wyong Creek Public School:**

- Identify, regularly monitor and review individual student learning needs in consultation with parents/carers.
- Review student reports and incorporate next step improvement measures and relevant contextual and/or comparative data.
- Provide opportunities to increase parent engagement within our school.

## Student Survey

Stage 3 students were surveyed by way of a google form consisting of questions extracted from the TTFM student survey. A summary of the findings is recorded below.

### **Positive responses to the Student Survey questions:**

- 52% of students in S3 like to participate in sport.
- 47.4% of students feel accepted by their peers while 47.4% feel they were sometimes valued by peers and 5.3% of students do not feel valued by their peers.
- 53% of students felt that they have friends at school who they trust and who encourage to make positive choices and 10.5% strongly disagreed that they do not.
- 56% of students believe schooling is useful now & in their future while 33% did not agree.
- 100% of student confirm that they try hard to succeed at learning.
- 74% of students anticipate that they expect to go to University.
- 84% of students identified that they have set goals to aim for at school.
- 89% of students stated that they know where to seek help if they have been bullied.

### **Considerations for future directions in teaching, learning and wellbeing at Wyong Creek Public School:**

- Take a proactive approach towards bullying at school, review and analyse social behaviours, and streamline the processes for reporting and recording incidences.
- Review wellbeing practices with the aim to enhance student's sense of belonging at school so that they successfully Connect, Succeed and Thrive..

## Teacher Survey

Teachers were surveyed using the 2022 TTFM Teacher Survey. A summary of the findings is recorded below.

### **Positive responses to the Teacher Survey questions:**

- In terms of Inclusive School, WCPS teachers scored 8.0 in 2020 and increased (8.2) in 2022.
- Teachers indicated that school leadership has improved as it scored 5.2 in 2020 with an increase to 7.2 in 2022.

### **Considerations for future directions in teaching, learning and wellbeing at Wyong Creek Public School:**

- Review and refine collaborative practice to drive ongoing, school-wide improvement in teaching practice and student academic achievement.

# 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.