

2022 Annual Report

Wyrallah Road Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wyrallah Road 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.

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School vision

At Wyrallah Road Public School we focus on the development and delivery of high-quality teaching and learning programs to engage and inspire learning now and into the future. We strive to excel at creating learning environments that maintain high expectations and cater to the diverse needs of individual students. Strong partnerships with parents, communities and organisations are fostered and highly valued. Through collaborative and strategic planning, reflective practice, school evaluation, targeted professional learning and the Performance and Development Plan process, our commitment and focus is to improve every student, every teacher and every leader within our school every year.

School context

Wyrallah Road Public School, with an enrolment of 492 students (including 12% Aboriginal students), is located in Lismore, and proudly stands on the land of the Widjabal/Wiyabal people of the Bundjalung nation. Our school is a committed member of the Lismore Community of Schools which feeds into The Rivers Secondary College. We benefit from a supportive and active Parents and Citizens' Association, and an engaged Student Representative Council. Educational programs include Positive Behaviour for Learning, English as an Additional Language/Dialect, various sporting endeavours, choirs, dance groups and instrumental programs. Technology is a focus area with interactive whiteboards, computers and iPads in every classroom. The school's reputation is enhanced by an enthusiastic staff committed to the school's traditions and values.

The school is an integral hub in the community of East Lismore, valuing and promoting strong partnerships with our families, the local community and educational networks. As guided by a highly diverse community, we aspire to provide high-quality and inclusive education for all. We have a valued, consultative partnership with the local Aboriginal Education Consultative Group, the Bundjalung Language Nest and the WRPS Aboriginal Community Team, embedding and celebrating culture within our school.

Specific and robust "Learning and Support" programs have been strengthened through increased expert staffing, professional learning and resourcing to support students with learning needs. In addition, a targeted program to cater to students impacted by the disruption of the COVID pandemic has been implemented to enhance the positive educational impact for these students.

The school has undertaken an extensive situational analysis to gather evidence to support judgments made against all elements of the School Excellence Framework (SEF). As a result, the following priorities have been identified:

- The school recognises the need to improve the overall attendance of Aboriginal students to secure attendance rates in line with non-Aboriginal students.
- The school recognises that it needs to focus on improving its Social Skills Program (developing a formal program of delivery and monitoring impact against baseline data).
- The school recognises the need to develop and implement a whole school tracking system to monitor the progress of every student. This will be aligned with Premier's Priorities.
- The school has identified the need to continue to develop high-quality teaching and learning programs targeting Premier's Priorities to increase the percentage of students achieving in the top two bands in Reading and Numeracy.
- The leadership team will maintain a focus on further embedding collaborative practices to facilitate continuous improvement of teaching and learning.

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	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	Delivering
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

Attainment: Strategies to address the school's Premier's Priority targets in Reading and Numeracy were identified in 2020. These practices require embedding and evaluating to ensure that the school remains on track to achieve the targets.

Growth: Achieve ongoing improvements in student outcomes across all year groups, reflecting a positive value-add trend.

Initiatives

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

- Student Assessment Data
- Explicit Teaching
- Reading Improvement
- Numeracy Improvement
- Intensive Learning Programs

Resources allocated to this strategic direction

Professional learning: \$1,100.00

QTSS release: \$84,000.00

Socio-economic background: \$135,000.00

AP Curriculum & Instruction: \$150,571.00

English language proficiency: \$21,000.00

Low level adjustment for disability: \$170,900.00

Per capita: \$7,500.00

Integration funding support: \$228,283.00

Summary of progress

Reading:

APC&I (literacy) along with the school executive identified that reading as a focus in the SIP. Professional learning needed to be a focus for 2022 due to the shift in quality reading instruction moving away from guided reading and levelled texts to The Science of Reading model and using decodables in the early years. All teaching staff have been engaged in professional learning throughout 2022 for reading, assessment of reading, vocabulary and new syllabus documents. Time was spent on Term 2 SDD orientating staff to the new English syllabus document.

As a result of looking at Check-in data from Term 4 2021 and Term 1 2022, it was apparent that Vocabulary was an area of focus for 2022. APC&I (literacy) presented two PL sessions on teaching and assessing vocabulary for teaching staff. After the initial PL session, 4 classroom teachers reflected that they weren't yet confident to apply the theory presented in their classroom. As a result, the APC&I had individual conversations with all 4 teachers and offered support by going into their classrooms and modelling lessons and also then observing vocab lessons and giving feedback. All teachers reported in follow-up survey data that they were now feeling confident to teach vocab in their classrooms after the extra support was provided. Stage teams then spent Term 3 focusing on implementing a vocab focus into their classroom practice and a consistent approach to labelling of Tier 1, 2 and 3 words was developed across the school. Stage teams shared what they had been doing with the rest of the school during a PL session in term 4. 98% of staff felt that student learning would improve as a result of the PL provided.

All students in Years 2-6 completed the one-off Phonics diagnostic assessment and Year 1 completed the Year 1 phonics screening check. This data was used to develop a plan for purchasing decodable readers for 2023 and beyond. This data was also used to look at the makeup of classes for 2023 and where the learning and support focus should be directed.

Numeracy:

While a lot of time has gone into reworking maths programming over the last few years not a lot of focus has gone into PL for staff, especially in the 3-6 space. This year with the introduction of the APC&I (numeracy) there has been an increased focus on the quality teaching of numeracy across the school with targeted numeracy PL being presented. The APC&I has spent time modelling lessons in classes demonstrating explicit teaching of maths across the school and observing lessons and providing timely feedback to teachers about their teaching practice. Data analysis has been a focus in order to highlight gaps and significant trends in cohort data as a result targeted PL has been presented to Years 3-6 in additive thinking. School-level data shows an increase in understanding and Year 4 Check-in data shows a 0.8% increase in number against SSSG from Term 1 2022 to Term 4 2022 and Year 6 went from -4.2% below SSSG in Term 1 2022 to -0.8% below in Term 3 2022. Numeracy results in NAPLAN are the lowest they have been since 2012 for Year 3 and Year 5 have been declining since 2017. Towards the end of 2022 the school has invested in the purchasing of new resources to support the introduction of the new syllabus and also to provide more concrete materials across the school for students to access.

Next Steps:

- Focus on the implementation of new curriculum documents in English and Maths in 2023 and 2024.
- Enable teachers to become better at analysing and utilising data in a timely fashion to impact teaching practice.
- Use PLAN2 to track student data in Literacy and Numeracy.
- APC&I to conduct conversations with all teaching and exec staff on a regular basis to analyse student data and plan next steps.
- Continue to purchase classroom resources to allow quality implementation of the new syllabus documents.
- Continued PL for staff in the areas of reading and numeracy.

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
Achievement (a): Premier's Priority percentage of students achieving in the Top Two Bands Numeracy: Increase by 6% from the baseline.	Achievement (a): Premier's Priority percentage of students achieving in the Top Two Bands Numeracy: • In numeracy, 23.77% of students are in the top two skill bands indicating a decrease of 5.89% against baseline data.
Achievement (b): Premier's Priority percentage of students achieving in the Top Two Bands Reading: Increase by 6% from the baseline.	Achievement (b): Premier's Priority percentage of students achieving in the Top Two Bands Reading: • Data indicates 34.09% of students are in the top two skill bands for reading which is a decrease of 4.69% against baseline data.
Achievement (c): Increase percentage of Aboriginal students achieving in the Top Three Bands Reading: Increase by 2% from the baseline.	Achievement (c): Increase the percentage of Aboriginal students achieving in the Top Three Bands Reading: • 52.38% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading which is an increase of 6.23% against baseline data.
Achievement (d): Increase the percentage of Aboriginal students achieving in the Top Three Bands Numeracy: Increase by 3% from the baseline.	Achievement (d): Increase the percentage of Aboriginal students achieving in the Top Three Bands Numeracy: • 28.57% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating a decrease of 25.28% against baseline data.
Growth (a) Y3-5 Reading: Increase by 2% from the baseline.	Unable to report on expected growth in 2022 due to the current Year 5 cohort not sitting NAPLAN in 2020.
Growth (b) Y3-5 Numeracy: Increase by 3% from the baseline.	Unable to report on expected growth in 2022 due to the current Year 5 cohort not sitting NAPLAN in 2020.

Strategic Direction 2: Wellbeing

Purpose

Attendance of all students: Overall school student attendance rates are in line with State attendance averages. Increase the percentage of students with an overall attendance of 90% or above.

Attendance of Aboriginal students: Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander 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.

- Student Attendance and Engagement
- Strengthening Cultural Connections

Resources allocated to this strategic direction

Per capita: \$40,000.00

QTSS release: \$5,000.00

Aboriginal background: \$62,500.00

Professional learning: \$12,000.00

Summary of progress

Attendance and Engagement:

2022 has seen an increase in our ability to engage in extracurricular activities due to the easing of COVID restrictions. However, the 2022 flooding event early in the year has seen a significant decrease in attendance, especially in Term 2 following the event. With many families trying to get back into their homes and business it was a very disruptive time for many of our students. Ongoing COVID isolation requirements have also had an impact. The introduction of Lismore schools' handball competition in 2022 was a good incentive for many kids to improve their attendance rate to be able to participate in the finals.

Aboriginal Education:

This year has again seen many great things being done across the school in this space. The WRPS Aboriginal Education Action Plan was developed from the report provided by the Aboriginal Education Snapshot. This maps out the big-ticket items to be implemented in 2022-2024. The PLP process was updated and supported by the parent body. Most teaching staff embraced the new process and all feedback around the new templates and child-friendly version has been positive from students, parents and staff. The snapshot action plan was developed in consultation with students, staff and parents. Regular updates on the progress are reported to parents and staff. The school employed a new Aboriginal SLSO at the beginning of Term 4 and they have already developed great connections with students, staff and the community. They have worked closely with students on progressing their PLP goals for 2022. A number of large-scale projects are underway to incorporate more iconography around the school as a result of feedback from the snapshot. A large mural by a local artist will be installed on the preschool building by the end of 2022 and many other projects are being worked on to be completed early in 2023. There was high community engagement in NAIDOC week celebrations again this year both at school and on country. Many community members lead activities at school and also during on country excursions for each stage group. 8-ways Pedagogies have been implemented across the school following the completion of professional learning with staff at the end of 2021. The Broader Bundjalung language program doubled in 2022 to allow 6 classes access to weekly language lessons. 2022 saw 4 Stage 3 students and Sharon attend the combined primary schools' art day at Albert Park Public School. The students create a joint artwork on a canvas which was developed around a story that was shared with the students by a community member on the day. Leadership opportunities for Aboriginal students in Years 4 and 5 were again identified and supported in 2022. This enables future school leaders to develop and extend their leadership skills before the school leadership process is run each year. 2022 also saw the inaugural Year 6 T-shirt design being developed by the Aboriginal students. This was led by our current school captain and the Year 6 Aboriginal students and will soon be featured on the Storylines website. A staff shirt was also developed using the design. Two staff members were trained in Stronger Smarter in 2022 and are continuing to work on their workplace challenge. One staff member completed the Sista Speak PL and all staff have completed the First Steps PL. We also had two students attend the Gumbanyggirr Language and Culture Camp in Term 4.

Next Steps:

- Continued monitoring of attendance data and processes to improve the overall attendance of all students with a particular focus on our Aboriginal students.
- SDD for Day 1 2023 for WRPS, Albert Park, Wilson Park and East Lismore Community Preschool to deepen connections with the Aboriginal community through a day of cultural activities for staff.
- Bush tucker gardens to be planned by students and created throughout the school in consultation with Nulingah Nursery.
- Broader Bundjalung language to be included across the school on signage developed by the students in consultation with staff, parents, community and AECG.
- Continued purchasing of culturally appropriate resources across the school.
- Create a more culturally welcoming entrance to the school.

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
Improve attendance rates: Increase the overall percentage of students with attendance of 90% by 4%.	Overall students attending 90% and above have decreased in 2022 to 43.69%, this is down 29.81% since baseline data was collected in 2019. Whole school attendance is sitting at 87.5% which is 3.1% above the state, 6.5% above the network and 0.9% above SSSGs (as of 17 November, 2022).
Reduce the gap in attendance rate between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students from a baseline 4.4% difference (2021 school-based data) to less than 3.5%.	Reducing the gap between Aboriginal and non-Aboriginal students' attendance rates has increased from a baseline of 4.4% in 2021 to a 3.3% gap currently. We have 63.64% of our Aboriginal students with declining attendance rates over the 12-month period. The male Aboriginal student attendance rate is 13.5% lower than the Aboriginal female attendance rate.

Strategic Direction 3: Feedback

Purpose

To further develop effective teacher and student feedback practices.

Initiatives

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

- Feedback Project
- Student Learning Goals

Resources allocated to this strategic direction

QTSS release: \$5,000.00

Per capita: \$4,500.00

Summary of progress

Not a lot of progress has been made in the area of feedback in 2022. As a result of the flooding, COVID restrictions in Term 1, lack of casual teachers to provide release to staff and the release of PL for the incoming curriculum the school focus shifted away from feedback. Some stage teams have continued their focus on feedback and created stage-based collaborative PDP goals for 2022. Kindergarten and Stage 1 had a focus on continuing to embed learning intentions and success criteria in their programming and classroom practice and embedding timely and explicit feedback into their practices. Both stages kept this as a focus throughout the year by discussing regularly at stage communication meetings and sharing ideas and practice with their teams. This was also a focus of lesson observations within the kinder team.

Next Steps:

- During the EV process in Term 1 and 2 in 2023 the school will determine whether feedback is still the focus area that we wish to pursue in the future as one of our strategic directions.

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
Improvement in the Teaching Domain, Effective Classroom Practice - Feedback of the School Excellence Framework self assessed and validated in 2022 as Sustaining and Growing.	External Validation was not completed in 2022 as planned and has been postponed until 2023. The school completed the self-assessment at the end of 2021 as delivering in this area.
Tell Them From Me Staff Survey data indicates growth in capacity to: <ul style="list-style-type: none">• Help students to set challenging learning goals 7.4 (2020 Baseline 7.1)• Students are very clear on what they expected to learn 8.0 (2020 Baseline 7.8)	<p>Tell Them From Me data shows a score of 8 for teachers helping students to set challenging learning goals. This is an improvement of 0.9% from 2020 baseline data and was 0.6% above the set target for this progress measure.</p> <p>Tell Them From Me data shows a score of 8.2 for teachers feeling that students are very clear on what they are expected to learn. This is an improvement of 0.4% from 2020 baseline data and was 0.2% above the set target for this progress measure.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$228,283.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyrallah Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Intensive Learning Programs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's Individual Education Plan (IEP). <p>The allocation of this funding has resulted in the following impact: All eligible students had an IEP developed in consultation with their parents and any other relevant stakeholders. All students are demonstrating progress towards their personalised learning goals. IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To ensure the use of integration funding is adjusted throughout the year in response to student IEP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$135,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyrallah Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Intensive Learning Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff and purchase of resources to support student learning. • employment of additional staff to support students with additional learning needs. • employment of additional teachers to work with students performing below the expected stage level in literacy and numeracy. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: NAPLAN Literacy and Numeracy results achieving above statistically similar school groups (SSSG) for the Year 5 cohort. Year 5 NAPLAN spelling and grammar and punctuation above both state and SSSG.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement Sounds Waves 3-6 as this equity group has shown continued growth in the area of spelling in NAPLAN since Sound Waves was implemented in 2018. Continue to engage the SLSOs and additional</p>

<p>Socio-economic background</p> <p>\$135,000.00</p>	<p>learning and support staff to support literacy and numeracy in the classrooms and our trajectory toward achieving targets.</p>
<p>Aboriginal background</p> <p>\$62,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyrallah Road Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening Cultural Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Stronger connections between home and school are being developed. Tell Them From Me data indicated 76% of Aboriginal students feel like their culture is valued at school and that teachers have a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: Focusing a greater percentage of our SLSO support to deliver differentiated and personalised support in literacy and numeracy to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$21,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyrallah Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Student progress shows high growth on the EAL/D learning progressions. 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>After evaluation, the next steps to support our students will be: Personalised and targeted professional development will be provided to each teacher where necessary.</p>
<p>Low level adjustment for disability</p> <p>\$170,900.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyrallah Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$170,900.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Intensive Learning Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual and small groups within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (Maclit) to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The development of needs-based learning and support programs where Learning and Support teachers and SLSOs collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students Employment of additional staff to support teachers to differentiate the curriculum and develop classroom activities resulting in improvement for students with additional learning needs All staff receiving training in the NCCD process and the L&ST providing support for classroom teachers to develop IEPs and complete the NCCD data collection. The school achieved a more consistent approach to student learning support and interventions. Most students receiving one-on-one, small group and whole class support have shown growth from pre to post assessment data.</p> <p>After evaluation, the next steps to support our students will be: The school will provide additional support for identified students through the employment of trained SLSOs in 2023.</p>
<p>Location</p> <p>\$2,835.00</p>	<p>The location funding allocation is provided to Wyrallah Road Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • catering for school events to reengage the community • incursion expenses <p>The allocation of this funding has resulted in the following impact: A higher number of students were able to access incursions and excursions during the year. Parents were able to engage in the school after not being able to come on-site for an extended period due to covid. Feedback indicated it was well received by parents.</p> <p>After evaluation, the next steps to support our students will be: Continuing to develop ways to engage our community. This includes running professional learning open to other schools, supporting the school to increase collaboration and building a community spirit.</p>
<p>Professional learning</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</p>

<p>\$32,325.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Wyrallah Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Strengthening Cultural Connections • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for staff to attend other schools to observe quality practice. • Release and course costs for staff to attend a wide variety of PL throughout 2022: - Stronger Smarter - 7 Habits of Highly Effective People - Sista Speak - Extreme Leadership - Dr Adam Fraser - Mentoring and Coaching <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased capacity of all teachers to embed effective practices in teaching and assessing reading.</p> <p>Increased capacity of all teachers to embed effective explicit teaching practices in teaching Vocabulary in their classrooms.</p> <p>Exec team has worked collaboratively to increase capacity to lead teams throughout the school and support the staff they supervise</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Personalised and targeted professional learning in the form of mentoring, co-teaching and data discussions with APC&I. .</p> <p>Ongoing PL to support the implementation of new syllabus documents in 2022.</p> <p>Ongoing engagement in a wide range of PL for staff to support the implementation of their PDP goals.</p>
<p>Beginning teacher support</p> <p>\$30,434.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Wyrallah Road Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide extra release and mentoring time for 2 beginning teachers. • Provide targeted PL for beginning teachers. • Provide support for the completion of the accreditation process for beginning teachers. <p>The allocation of this funding has resulted in the following impact:</p> <p>Beginning teachers feel supported throughout the early years of their teaching career and feel supported and confident in their abilities.</p> <p>One beginning teacher completed their accreditation in 2022 and the 2nd is on track to complete theirs in early 2023.</p> <p>Beginning teachers have engaged in PL relevant to their needs which has resulted in improved practice in the classroom and increased confidence in their abilities.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide support to beginning teachers through extra release, mentoring and PL thus ensuring that we are developing the skills of our beginning teachers to ensure that are quality practitioners of the future.</p>

<p>QTSS release</p> <p>\$94,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyrallah Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Student Attendance and Engagement • Feedback Project • Reading Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: K-2 teachers feel better prepared to implement to K-2 English and Mathematics syllabus documents in 2023. Teachers feel supported by their APs and have had their teaching practice observed by their colleagues and supervisor. Quality processes are in place to monitor whole school attendance. Students with low attendance rates are referred to the learning and support team for further follow-up and communication is provided to parents. This has resulted in many students improving their attendance rates.</p> <p>After evaluation, the next steps to support our students will be: Utilise the skills and expertise of the APC&I to deliver quality PL, model teaching practice, observe and provide feedback to staff and engage in data discussions to progress student learning and ensure success for all students.</p>
<p>COVID ILSP</p> <p>\$164,413.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for and monitor the progress of small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Macqlit • providing intensive small group tuition for identified students who were identified as requiring extra support in reading <p>The allocation of this funding has resulted in the following impact: The majority of students receiving support made progress toward achieving their learning goals. Employment of teachers to provide small group tuition. Release for staff to analyse school and student assessment data to identify students for and monitor the progress of small group tuition.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support team and L&ST will continue to monitor</p>

<p>COVID ILSP</p> <p>\$164,413.00</p>	<p>student progress upon the completion of intensive support. Providing additional support for some students to continue to meet their personal learning goals.</p>
<p>Per capita</p> <p>\$802,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wyrallah Road Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Attendance and Engagement • Student Learning Goals • Numeracy Improvement • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provide online learning subscriptions for students. • Provide specialist teaching programs for music and technology. • Ongoing maintenance and upgrade of resources and furniture. <p>The allocation of this funding has resulted in the following impact: Students have access to online learning programs to support their classroom instruction. Teachers have access to online assessment tools and use this to adjust their teaching programs to meet individual student needs. Students have access to high-quality music and technology programs to support their engagement in school. Students and staff have access to quality resources across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide additional support and resourcing where required to improve student learning outcomes.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading Improvement • Numeracy Improvement <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I was employed to target the improvement of literacy and numeracy across the school. APC&I provided PL to whole staff, stage teams, conducted lesson observations, modelled lessons, provided feedback to staff and undertook data analysis. <p>The allocation of this funding has resulted in the following impact: Teachers feel supported and confident to implement quality instruction in their classrooms across all literacy and numeracy. Targeted PL and support for teachers to provide explicit teaching in vocabulary has seen an increase in students' scores in Check-in data from Term 1 to Term 4. Teachers are prepared for the implementation of the new syllabus documents.</p> <p>After evaluation, the next steps to support our students will be: Continue the focus on literacy and numeracy through the APC&I continuing to provide PL to staff, observing lessons, conducting data conversation and assisting to support quality teaching and differentiation in every classroom.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	237	223	200	200
Girls	287	298	285	242

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.9	90.3	91.6	87.8
1	93.1	93.0	91.8	87.5
2	92.2	92.6	91.8	87.5
3	93.5	92.6	93.8	87.2
4	92.7	92.8	91.6	88.2
5	91.8	92.2	92.1	88.4
6	91.2	91.8	92.3	87.4
All Years	92.5	92.2	92.2	87.8
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

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	16.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	955,592
Revenue	5,369,387
Appropriation	5,073,885
Sale of Goods and Services	2,438
Grants and contributions	199,631
Investment income	6,749
Other revenue	86,684
Expenses	-5,159,769
Employee related	-4,505,577
Operating expenses	-654,192
Surplus / deficit for the year	209,618
Closing Balance	1,165,211

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	228,671
Equity Total	389,575
Equity - Aboriginal	62,341
Equity - Socio-economic	134,973
Equity - Language	21,306
Equity - Disability	170,955
Base Total	3,489,977
Base - Per Capita	122,550
Base - Location	2,835
Base - Other	3,364,592
Other Total	494,689
Grand Total	4,602,912

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction:

Students in Years 4, 5 and 6 completed the Tell Them From Me survey in 2022.

Students' social and emotional outcomes show that Positive Behaviour at School has increased from 7.3 to 7.8 in 2022 with less students getting in trouble at school for displaying disruptive or inappropriate behaviours.

81% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

78% of students have friends at school they can trust and who encourage them to make positive choices.

70% of students try hard to succeed in their learning.

76% of Aboriginal students felt that teachers understood their culture and 74% felt good about their culture at school.

Staff Satisfaction:

Staff were surveyed using the Tell Them From Me survey in 2022. The survey focused on the 'Drivers of Student Learning' with multiple areas being covered in each driver.

The staff gave WRPS an average score of 8.0 in the 'Leadership' domain. This is 0.9 above the state average. Areas of note were:

- School leaders have supported me during stressful times 8.7.

- School leaders have taken time to observe my teaching 8.5.

The staff gave WRPS an average score of 8.0 in the 'Collaboration' domain. This is 0.2 above the state average. Areas of note were:

- I discuss learning problems of particular students with other teachers 8.8.

- I talk with other teachers about strategies that increase student engagement 8.8.

The staff gave WRPS an average score of 8.2 in the 'Learning Culture' domain. This is 0.2 above the state average. Areas of note were:

- I set high expectations for student learning 8.8.

- I monitor the progress of individual students 8.8.

The staff gave WRPS an average score of 7.2 in the 'Parent Involvement' domain. This is 0.4 above the state average. Areas of note were:

- Parents understand the expectations for students in my class 8.5.

- I work with parents to help solve problems interfering with their child's progress 8.0.

Parent Satisfaction:

Parents were surveyed using the Tell Them From Me survey in 2022.

Two-way Communication with Parents: WRPS scored 7.5. This is 0.1 above the state average. Areas of note were:

- I feel welcome when I visit the school 8.2.

- Written information from the school is in clear, plain language 8.0.

Parents Support Learning at Home: WRPS scored 7.7. This is 1.4 above the state average. Areas of note were:

- Encourage your child to do well at school 8.9.

- Praise your child for doing well at school 8.8.

School Supports Child's Behaviour: WRPS scored 7.1. This is 0.4 above the state average. Areas of note were:

- School staff take an active role in making sure all students are included in school activities 7.5.
- Teachers help students develop positive friendships 7.2.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.