

2022 Annual Report

Wyoming Public School



4397

Introduction

The Annual Report for 2022 is provided to the community of Wyoming 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

Wyoming Public School is a dynamic community that provides educational excellence and nurtures resilient, empowered, creative and inspired learners.

School context

Wyoming Public School is located on Darkinjung traditional land on the Central Coast of New South Wales. It has a student enrolment of 363 students (Term 1, 2021) with 90 students identifying as having Aboriginal or Torres Strait Islander heritage and 58 students from a language background other than English.

Our seventeen classes are organised into both year and stage groups with three special education classes catering for students with mild- to moderate- intellectual disability or autism.

The school is well resourced, with funding for Aboriginal Education, socio-economic background, integration, low-level adjustment for disability, English language proficiency and support for beginning teachers as part of the School Based Allocation Resource model (SBAR). In 2017, the school became an Early Action for Success School. Sustaining the data driven momentum of this program past its 2021 conclusion is imperative for continued improvement.

The school culture is one of inclusivity, resilience and collaboration with teachers, students and community working together to promote school excellence. We have well established links with partner high schools, local preschools and schools within the Valley Schools Learning Community (Local Management Group). In 2021 and beyond we look forward to maintaining strong ties with the Cooina Local Aboriginal Education Consultative Group (AECG).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

Student Growth and Attainment

Analysis of internal and external data, indicates that students are excelling in their growth from Kindergarten - Year 2, however they are not continuing on this trajectory into the attainment of the top 2 NAPLAN bands in Years 3 and 5. We are targeting our attention on the continued development of sustainable, whole-school processes for collecting and analysing student data to inform teaching and learning programs. This will aide in the embedding of evidence -informed teaching strategies in every classroom.

Belonging

When conducting an analysis of wellbeing data, it was evident that students' and parent sense of belonging had been significantly impacted by COVID-19. This focus will improve communication, student attendance and engagement in enhanced wellbeing programs.

Building Capacity

While collecting and analysing data K-6 a noticeable disconnect between K-2 staff and 3-6 staff became apparent. This has resulted in the tracking of student progress and consistency in whole-school programs difficult to achieve. This focus area builds on enhancing student engagement and embedding whole-school, research-based and data driven practices.

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	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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

In order to maximise student learning outcomes in literacy and numeracy to build strong foundations for academic success, we will further develop and refine data driven and evidence-based 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.

- Personalised learning
- Data driven practices

Resources allocated to this strategic direction

Socio-economic background: \$165,524.00

AP Curriculum & Instruction: \$180,685.00

QTSS release: \$75,388.00

Summary of progress

High quality professional learning in literacy and numeracy was delivered to all teachers by the Instructional Leaders, Curriculum Leader Reading and Curriculum Leader Writing.

Numeracy sessions focused on: Big Ideas and embedding big ideas into practice (additive thinking, trusting the count, place value, multiplicative thinking), working mathematically and reasoning, role of rich mathematical tasks , new curriculum micro learning modules and Learning Progressions V3

Literacy sessions focused on: spelling, focus on creating texts, morphology, reading fluency, vocabulary, using DoE resources to support the components of reading , running records and effective reading goals, new curriculum micro learning modules and Learning Progressions V3.

Teacher training in Seven Steps for Writing was also continued with 2 teachers attending workshop 1 and 3 attending workshop 2. With teacher movement in 2023 we expect that a further 4 teachers will require training in the new school year.

To further support teacher understanding and to embed evidence-based practices in their everyday teaching, collaborative support was provided in the form of mentoring, team teaching, lesson observation and/or lesson modelling.

Student performance measures were monitored using instructional reading levels, literacy and numeracy learning progressions, Progressive Achievement Test (PAT), NAPLAN, check in assessments and in-school assessments. This data was used to inform areas of support for individualised and small group intervention instruction.

Following our 2021 evaluation teachers in years 3-6 implemented an updated assessment schedule (including formative and summative assessment) for literacy and numeracy. this will continue to be refined as our focus shifts to increasing consistency in teacher judgement in writing. Teachers in K-2 continue to develop formative assessments that align with the new curriculum and Literacy and Numeracy Progressions V3.

In 2022 we have achieved alignment K-6 in assessments for: sight words, DoE diagnostic spelling, Numeracy Progressions and selected PAT assessments.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase in the percentage of Year 3 and 5 students achieving the Top 2	The proportion of Year 3 and 5 students achieving in the Top 2 bands in NAPLAN Reading is 36.2% and has exceeded the system negotiated

bands in NAPLAN Reading to at least 32.8% (system negotiated target).	target.
Increase in the percentage of Year 5 students achieving expected Growth in NAPLAN Reading to at least 69% (system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
At least 85% of Kindergarten students will reach an instructional reading level of at least 9.	61% of Kindergarten students reached an instructional reading level of 9 or higher. A further 8 students are reading at a level 7/8.
At least 85% of Year 1 students will reach an instructional reading level of at least 18.	76% of Year 1 students reached an instructional reading level of level 18. Within this cohort 8 students are accessing a personalised learning plan due to learning difficulties.
At least 70% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Reading.	<p>When assessed using the Progressive Achievement Test (PAT) reading, 65% of students in Years 2-6 demonstrated at least 0.4 effect size growth. This included 88% (Year 2), 85% (Year 3), 49% (Year 4), 43% (Year 5) and 58% (Year 6).</p> <p>Teachers in Years 3-6 have participated in extensive professional learning on the components of reading throughout 2022 and we expect that this will impact student growth moving forward.</p>
Increase in K-2 students overall writing scores to at least an average of 56%.	70% of K-2 students achieved an overall writing score of a sound or higher exceeding our target.
Increase in 3-6 students overall writing scores to at least an average of 35%.	Average writing scores are 32% for 3-6 students. This included 26% (Year 3), 33% (Year 4), 33% (Year 5) and 33% (Year 6). We believe the lower result for Year 3 may be attributed to transition changes from infants into primary and the shift to the seven steps for writing model.
Increase in the percentage of Year 3 and 5 students achieving the Top 2 bands in NAPLAN Numeracy to at least 23.5% (system negotiated target).	The proportion of Year 3 and 5 students achieving in the Top 2 bands in NAPLAN Numeracy is 23% therefore achieving the system negotiated target.
Increase in the percentage of Year 5 students achieving expected Growth in NAPLAN Numeracy to at least 57% (system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
At least 76% of K-6 students reach grade expectation when plotted in Quantifying Numbers on the Numeracy Progressions.	79% of K-6 students have reached grade expectations when plotted in the Quantifying Numbers sub element of the Numeracy Progressions. This included 82% (Kindergarten), 91% (Year 1), 88% (Year 2), 93% (Stage 2) and 43% (Stage 3) and therefore exceeded our target.
At least 60% of students in years 2-6 will demonstrate 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) Mathematics.	When assessed using the Progressive Achievement Test (PAT) Mathematics, 63% of students in Years 2-6 demonstrated at least 0.4 effect size growth. This included 54% (Year 2), 69% (Year 3), 74% (Year 4), 55% (Year 5) and 61% (Year 6) and therefore exceeded our target.

Strategic Direction 2: Belonging

Purpose

In order for student to feel a sense of belonging at school, they must have positive relationships, value learning and engage in their school environment. We will strive to improve communication, student attendance and engagement in enhanced wellbeing programs.

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.

- Building Relations
- Valuing School

Resources allocated to this strategic direction

Aboriginal background: \$155,270.00

Socio-economic background: \$144,709.00

English language proficiency: \$8,685.00

Low level adjustment for disability: \$38,679.43

Professional learning: \$32,234.00

Summary of progress

Wyoming Public School has continued to implement a supportive approach to wellbeing and attendance in 2022. Alongside our Learning Support team our Wellbeing Health In-Reach Nurse (WHIN) is available to assist in the case management of families in need assisting in the coordination of services external to the school. With the easing of COVID-19 restrictions we were able to re-introduce programs to build the community of our Aboriginal students, this included the Teacher Aboriginal Programs, Wiri Gul-Gul program, NAIDOC Day celebrations and Personalised Learning Plan celebration picnic. We were also pleased to see the return of school wide events including K-6 assemblies, sport carnivals and the colour run.

Attendance rates have been significantly impacted by COVID-19 with mandated restrictions being in place for the majority of the year. Wyoming Public School was also effected by a significant Influenza season. Our attendance program will be a focus of 2023 with a review of reward and incentive programs.

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
A minimum of 78.1% of students will attend at least 90% of time (system negotiated target).	40.9% of students attended at least 90% of the time. This result has been significantly impacted by COVID-19 with students who displayed cold or flu like symptoms remaining home as per government advice.
Increase student rating in the "Students with a positive sense of belonging" of the <i>Tell Them From Me</i> survey to at least 83% from baseline 76%.	64% of students indicated a positive sense, although this does not achieve our target it is an increase on the 2021 results. The impact of COVID-19 continues to have a significant impact on our school community. We have been excited to see the return of some school wide events and look forward to this continuing in 2023.

Strategic Direction 3: Building Capacity

Purpose

In order to build the capacity of teachers to deliver high quality, evidence-based pedagogies they must have appropriate professional learning, coaching and mentoring. We will provide opportunities for teachers to work collaboratively across stages, observe each other's teaching and participate in deep conversation about classroom practice.

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.

- Building Capacity

Resources allocated to this strategic direction

Summary of progress

Regular coaching and mentoring formed a key aspect of supporting teachers K-6 using executive led data conversations and in depth professional learning of the K-2 syllabus English and Mathematics.

In collaboration with teachers it was decided that the Quality Teaching Rounds would be postponed in 2022 in an attempt to increase the time that teachers had in the classroom . These funds were used to increase targeted in-class professional learning in Reading and Writing through the release of 2 Assistant Principals to provide demonstration lessons and peer observations/feedback.

Stage 2 and 3 have nominated to revisit Quality Teaching Rounds in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase student rating in the <i>Tell Them From Me</i> survey for "Skills-challenge" quadrant of "high skills and high challenge" and "low skills high challenge" to at least 75% from 69%.	41% of students rated themselves within the "high skills - high challenge" and "low skills - high challenge" quadrants. This target will be reviewed in 2023 as while we are not reaching our established measure we are significantly above the NSW rate of 21%.
Increase teacher rating from Sustaining and Growing to Excellence in the theme "Collaborative practice and feedback" within the element "Learning and Development" (Teaching Domain).	Teacher rating remained at Sustaining and Growing in the 2022 SEF S-aS. The sharing of expert knowledge was noted as an area for future development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,145.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyoming 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All students identified with disabilities have a Personalised Learning and Support Plan with key curriculum/social goals supported through the employment of School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the allocated funds flexibly to support students in key curriculum and/or social areas.</p>
<p>Socio-economic background</p> <p>\$459,629.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyoming 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"> • Personalised learning • Building Relations • Data driven practices • Valuing School • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development for staff led by Instructional Leaders (K-2)/(3-6) and Curriculum Leaders Reading/Writing to support student learning. • employment of additional staff to support Headstart transition program implementation. <p>The allocation of this funding has resulted in the following impact: Teachers were supported through the employment of a Curriculum Leader Reading and Curriculum Leader Writing. Areas of need were identified through data analysis and evidence based professional learning implemented. Modeled lessons and teacher mentoring strengthened a whole school focus on continued improvement.</p> <p>With the lifting of COVID restrictions we were able to run 26 week Headstart program once again. This has supported school staff in attaining an in-depth knowledge of the strengths and social needs of our 2023 Kindergarten enrolments. We have also been able to link families of students with additional needs to appropriate supports prior to the start of the school year.</p> <p>After evaluation, the next steps to support our students will be: The Curriculum Leader Reading position will be retired at the end of the 2022 school year with the teacher returning to a Stage 2 substantive AP position. This will allow funds to support additional release for all teachers to engage with the new curriculum as well as participate in Quality Teaching Rounds.</p>

<p>Socio-economic background</p> <p>\$459,629.00</p>	<p>The Curriculum Leader Writing positions will continue in 2023 with continued focus on embedding practices across the school.</p>
<p>Aboriginal background</p> <p>\$155,270.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyoming 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"> • Building Relations <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have a collaboratively written Personalised Learning Pathway which was reviewed during the year. Aboriginal families came together with staff at the conclusion of Term 4 to celebrate the achievement of established goals. A program of cultural support guided by the student interest in learning language was implemented in each classroom by the Teacher Aboriginal Programs and Aboriginal Education Officer. A review of the school Acknowledgement of Country also occurred in collaboration with Aboriginal students and parents.</p> <p>After evaluation, the next steps to support our students will be: Following the success of our inclusive Aboriginal language approach this model will continue in 2023. We will also be engaging in on country staff professional learning to increase staff confidence and knowledge of local stories and the important landmarks.</p>
<p>English language proficiency</p> <p>\$8,685.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wyoming 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"> • Valuing School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Due to the very low numbers of students that we have in the beginning and emerging phase of English development additional teaching support was provided in class and through withdrawal support.</p> <p>All other EALD learners are plotted on the EALD learning progressions and case managed through our Learning Support Team.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the allocated funds to support EALD learners in key curriculum and/or social areas.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$130,616.43</p>	<p>students at Wyoming Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their 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"> • Valuing School • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students with low level disabilities were supported through our Learning and Support teacher programs and School Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: The continuation of these roles to support the development and implementation of Personalised Learning and Support Plans.</p>
<p>Professional learning</p> <p>\$32,234.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wyoming 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"> • Valuing School <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Staff attendance at Professional Learning in school focus areas <p>The allocation of this funding has resulted in the following impact: All staff in grades 3-6 who had not completed training in "Seven Steps to Writing Success" workshop attended a 1 day workshop with further development of understanding provided through the Curriculum Leader Writing.</p> <p>Professional learning for K-2 staff was delivered by the Instructional Leaders with its implementation supported through lesson observations and collegial discussions.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning led by the Instructional Leaders on the implementation of the K-2 literacy and mathematics syllabus as well as the familiarisation of the 3-6 Syllabus English and Mathematics.</p>
<p>Literacy and numeracy</p> <p>\$42,589.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wyoming Public School from Kindergarten to Year 6.</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"> • purchasing of literacy resources such as quality picture books for guided

<p>Literacy and numeracy</p> <p>\$42,589.00</p>	<p>and shared instruction</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: As a nominated Accelerated Adopter School our Year 1 classes trialed the new English and Mathematics syllabus from Term 1 providing feedback to NESA. Extensive support was provided through the APCI including teacher release to support collaborative planning and the purchasing of new resources. Our teachers of Kindergarten and Grade 2 also spent time with the APCI becoming familiar with the syllabus to support full implementation in 2023.</p> <p>Additional School Learning and Support Officers were employed to implement individual and small group intervention targeting the reading and writing of high frequency words. The effectiveness of this program was monitored by the APCI's with all students responding well to the frequency of intervention.</p> <p>After evaluation, the next steps to support our students will be: Continue allocate funds to support student intervention and staff in the familiarisation and implementation of the new English and Mathematics curriculum.</p>
<p>QTSS release</p> <p>\$75,388.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyoming 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"> • Data driven practices <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 <p>The allocation of this funding has resulted in the following impact: Instructional Leader (3-6) and Assistant Principal Reading/Writing led data focused conversations with teachers on a fortnightly basis as part to track student progress.</p> <p>After evaluation, the next steps to support our students will be: In depth data focused conversations will occur twice per term to allow for greater focus on growth.</p>
<p>COVID ILSP</p> <p>\$275,530.00</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"> • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The employment of Intervention Teachers to provide small group and/or individual instruction in targeted literacy and/or numeracy areas. Students are identified through deep data analysis by teachers with the guidance of Instructional Leaders. Student placement is reviewed every 5 weeks through ongoing evaluation of progress, attendance and attainment. All students data is regularly entered into the PLAN online tracking of learning</p>

<p>COVID ILSP</p> <p>\$275,530.00</p>	<p>progressions.</p> <p>After evaluation, the next steps to support our students will be: The continuation of the Intervention Teacher roles into 2023.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</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"> • Personalised learning <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The APCI role at Wyoming Public School leads the implementation and monitoring of Literacy and Numeracy Programs K-6. Through supported professional learning, staff have increased skills and knowledge on the analysis of data to develop targeted teaching plans as well as increased confidence in the implementation of the new curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the APCI role and an ongoing focus on the 3-6 curriculum.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	187	193	178	174
Girls	186	188	183	183

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	94.0	91.4	85.6
1	91.2	92.9	90.2	85.4
2	92.6	92.5	89.1	83.6
3	93.9	92.0	90.4	83.1
4	93.5	93.6	88.8	82.0
5	92.6	93.4	91.7	79.4
6	93.8	91.6	87.3	86.1
All Years	92.8	92.8	89.9	83.5
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

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)	5.2
Classroom Teacher(s)	16.4
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.92

*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	446,241
Revenue	5,522,150
Appropriation	5,338,758
Sale of Goods and Services	5,409
Grants and contributions	177,309
Investment income	474
Other revenue	200
Expenses	-5,549,515
Employee related	-5,104,081
Operating expenses	-445,434
Surplus / deficit for the year	-27,365
Closing Balance	418,875

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	83,145
Equity Total	754,201
Equity - Aboriginal	155,270
Equity - Socio-economic	459,630
Equity - Language	8,685
Equity - Disability	130,616
Base Total	3,184,913
Base - Per Capita	97,302
Base - Location	0
Base - Other	3,087,611
Other Total	902,961
Grand Total	4,925,220

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

In 2022 the opinions of students and parents was sought regarding students attendance and some of the factors that may impact a child coming to school.

Parents indicated that fear around COVID-19 and the strong messaging from the school around the need for students who had symptoms of illness to remain home as the major factor in their children having more missed days of school compared to previous years. Difficulty in making appointments outside of school hours including doctor/specialist appointments or appointments for NDIS therapy support were also mentioned.

An analysis of daily absences showed a strong pattern of siblings being absent on the same day. When the pattern was raised with with a group of parents difficulty in transport or fear that any non-sick sibling would become ill at school and be sent home were discussed.

Students in grades 4-6 were asked about their attendance and reasons for absence as part of the *Tell them From Me Survey*. 33% of respondents indicated that they did not have time off unless they were sick. 47% detailed that they have had time off school when they were not sick with reasons including needing a break from school due to stress or social problems, sleeping in, sick siblings or parents being unable to transport them to school due to illness. A further 20% of respondents provided reasons that were deemed to be valid such as funerals or appointments.

Student attendance will continue to be a strong focus for 2023 with an emphasis on parent education and building of students sense of belonging.

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.