

# 2023 Annual Report

## Wyalong Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Wyalong Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

At Wyalong Public School students, staff and the community are respectful, responsible and resilient learners. We have high expectations of ourselves and others. We are life long learners and responsible citizens. Everyone is someone at Wyalong Public School.

## School context

Wyalong Public School, also known as 'Tippy', is a vibrant learning community situated on the lands of the Wiradjuri people in the Northern Riverina Region of New South Wales. With our large classrooms, spacious grassy play areas, tennis courts, play equipment and committed P&C, our students have a stimulating environment in which to learn and grow.

Wyalong Public School provides a quality education, which caters for approximately 80 students in the Kindergarten to Year 6 setting. We have four stage-based classrooms. Within the student body there are 18% of students who identify with Aboriginal and Torres Strait Islander heritage and minimal students with a background of English as an additional language. Students come from a diverse range of socio-economic backgrounds.

The school ensures a safe, caring and positive learning environment, where every student is known, valued and cared for. Wyalong Public School has a strong focus on quality teaching and learning. The staff are committed to ensuring students have a strong foundation in all learning areas, deep content knowledge and confidence in their ability to learn. A range of extracurricular activities are offered to our students including sport, debating, choir, curriculum focus days and excursions. As an Early Adopter of the new Curriculum, Wyalong Public School works closely with an Instructional Leader and Assistant Principal Curriculum and Instruction who are experts in the field of literacy and numeracy. This will ensure the delivery of current, stimulating and differentiated teaching which will help to cement strong foundations in our students' early learning.

The school is an active member of the Rural Innovative Educator's Network, a small schools' collaboration. The team provides staff with regular opportunities to participate in quality professional learning to improve teacher quality and outcomes for all our students. Our school also works collaboratively with the West Wyalong High School. All Year 6 students participate in the Middle School Program every Thursday, allowing students to access specialised teachers in STEM, PD/H/PE, mathematics and literacy.

The school community is active, extremely supportive and strongly committed to the education of students at Wyalong Public School. Our school is responsive to the community by collaborating and producing innovative learning opportunities.

Through our situational analysis, we have identified the need for high level improvement or further development in:

- staff to use data and evidence based practices to target where to next for students;
- a strategic, planned and explicit approach to build staff knowledge and skills that will result in student growth; and
- a planned approach for developing whole school culture of high expectations that supports strong levels of belonging, wellbeing, engagement and learning.

Through implementing this strategic improvement plan we will collectively grow and embed a culture within our school community of educational aspiration where learning is understood to be a holistic and lifelong endeavour.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to achieve student growth and attainment in reading and numeracy, staff will use data and evidence-based practices to target where to next for students.

### Initiatives

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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.

- Knowing our students and where to next

### Resources allocated to this strategic direction

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Low level adjustment for disability

Socio-economic background

AP Curriculum & Instruction

Location

Per capita

Beginning teacher support

### Summary of progress

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In 2023, Wyalong Public School's focus was numeracy and developing strong knowledge and understanding of the Big Ideas in Number, evidence-base practices based on Professor Dianne Siemon's research. After correlating data from the Check-in Assessments, NAPLAN, and internal measures that included work samples, observations and Interviews for Student Reasoning, the data revealed a need to strengthen staff knowledge, confidence and understanding in the teaching of place value, multiplicative thinking and proportional reasoning, in order to shift students' learning in an intentional, incremental and impactful way.

The structures that enabled the activities to be achieved included whole-school professional learning together on a fortnightly basis, timetabled collaboration time, team-teaching, coaching and reciprocal lesson observations. The itemised funding sources were utilised to ensure extra staffing to allow team teaching and coaching to occur, purchasing hands on resources, and physical classroom teaching resources.

Professional learning was selected to address the data to empower staff to apply knowledge and understanding of effective teaching strategies and assessments to support numeracy achievement. At the commencement of the learning, staffs' knowledge and confidence in teaching of numeracy using the Big Ideas was indicated as low to moderate from a survey conducted in the first session. All teaching staff completed the professional learning in fortnightly professional learning meetings and the school utilised School Development Day Term 4 to complete the learning for 2023. Teachers transferred their new knowledge into classroom practice and were transparent in rich professional dialogue with colleagues about the degree of success and confidence of the implementation. Teachers were also allocated individual time with the school's specialist mathematics teacher, to ensure the learning landed with confidence, consistency and fidelity. This level of confidence impacted the leadership's decision to introduce new learnings or at other times, staff revisited the learning to ensure all staff had fidelity with the learning. Staff confidence moved from low-moderate to high, according to surveyed information, although it will be critical to revise the learning early in 2024 and induct new staff to ensure these teaching practices become embedded across the school.

This improved teacher knowledge and use of evidence-based teaching strategies in mathematics lessons ensured every student showed growth in numeracy. This was evident in above state average for all our Year 3-6 cohorts in the numeracy Check-in data in Semester 2 as well as achieving above Norm reference in all cohorts that had above 10 students. Student learning outcomes were tracked through the collection and analysis of assessment data, including PLAN 3, Check-in Assessments and work samples reflecting an improvement in place value, multiplicative thinking and proportional reasoning.

During 2024, Wyalong Public School will continue to embed and consolidate these practices established in 2023. As a result of reflecting on external and internal assessment data, the school will continue to focus on number sense and algebra. The major focus for 2024 will be on spelling, grammar and punctuation, which were paused in 2023 due to the commitment of the mathematics professional learning and ensuring it was embedded with confidence, consistency and fidelity by all staff.

### Progress towards achieving improvement measures

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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 the number of themes in our school's self-assessment for the element of Data Skills and Use from Sustaining and Growing to Excelling	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use.
In Reading, increase the number of students in Year 2 to Year 6 achieving at or above the Australian mean per year group in the Progressive Achievement Test.	In 2023, 81% of students in Year 2 to Year 6 achieved at or above the Australian mean in the Reading Progressive Achievement Test. This is a 16% increase from 2022.
In Numeracy, increase the number of students in Year 2 to Year 6 achieving at or above the Australian mean per year group in the Progressive Achievement Test.	In 2023, 81% of students in Year 2 to Year 6 achieved at or above the Australian mean in the Maths Progressive Achievement Test. This is a 24% increase from 2022.

## Strategic Direction 2: High impact teaching practices

### Purpose

In order to ensure growth for every student, there will be a strategic, planned and explicit approach to build staff knowledge and skills that will result in excellence in teaching.

### Initiatives

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

- High Impact Professional Learning for student growth

### Resources allocated to this strategic direction

**AP Curriculum & Instruction**

**QTSS release**

**Location**

**Professional learning**

### Summary of progress

In 2023, Wyalong Public School prioritised the establishment of a coaching framework for mathematics instruction, aiming to deepen teachers' understanding of evidence-based feedback and assessment methods to drive student growth. This commitment stemmed from the school's engagement with Lyn Sharratt's Clarity Learning Suite in 2022. The school targeted professional development to bolster leadership capabilities, emphasising numeracy but intending to extend these structures across all key learning areas in a sustainable manner.

The mathematical leadership team concentrated on Building Mathematics Specialisation in Primary Schools Initiative (MSPI) learning modules and the Content Focused Coaching Course offered by the Institute for Learning at the University of Pittsburgh. This initiative aimed at crafting a specialised coaching model tailored to mathematics, focusing on both content and pedagogy. Coaches collaborated with teachers, fostering a culture of systematic and purposeful reflection to enhance teaching practices and sustain ongoing professional growth. By involving teachers in goal setting, both in mathematical and pedagogical realms, the school embedded shared responsibility and accountability through comprehensive discussions based on teacher and students' needs. This approach facilitated the identification of timely, specific objectives and the implementation of targeted plans to achieve them.

The structures that enabled our activities to be achieved included targeted professional learning for the mathematical leadership team, timetabled collaboration time, team-teaching, coaching and reciprocal lesson observations. The itemised funding sources were utilised to ensure extra staffing to allow team teaching and coaching to occur, purchasing hands on resources, and physical classroom teaching resources.

In 2024, the mathematical leadership team intends to continue completing the Content Focused Coaching Course. Additionally, they plan to facilitate team-teaching sessions emphasising feedback structures, fostering a culture of sustained excellence whilst maintaining a consistent focus aligned directly with the needs of the staff.

### 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 the number of themes in our school's self-assessment for the element of Learning and Development from Sustaining and Growing to Excelling	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Year 3 Reading Check-in Assessment mean scaled score indicates the school has increased the scaled score by 15 points from 2022 to 2023, however a slight decrease in Year 5 Reading.

<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>The Reading Check-in Assessment mean scaled score indicates the school is above state in Year 3 and Year 5.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>The Year 5 Numeracy Check-in Assessment mean scaled score indicates the school has increased the scaled score by 16 points from 2022 to 2023, however a slight decrease in Year 3 Numeracy.</p> <p>The Numeracy Check-in Assessment mean scaled score indicates the school is above state in Year 3 and Year 5.</p>



## Strategic Direction 3: Culture of high expectations for learning and wellbeing

### Purpose

In order for every student to connect, succeed, thrive and learn, there will be a planned approach for developing a whole school culture of high expectations.

### 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.

- Sense of Belonging through High Expectational Relationships

### Resources allocated to this strategic direction

#### Aboriginal background Professional learning

### Summary of progress

In 2023, Wyalong Public School's focus was increasing student attendance and fostering positive student engagement by cultivating a sense of community belonging. Drawing insights from attendance data and student surveys conducted in 2021, the school introduced Friday Rotations. This initiative aimed to boost student involvement by offering four diverse curriculum activities every Friday. These activities underwent periodic changes to maintain sustained engagement, variety, and alignment with educational objectives. Each activity was directly tied to the syllabus, with one teacher overseeing all K-6 students in their designated rotation. Additionally, experts such as dance instructors, Wiradjuri language specialists, and visual arts teachers were enlisted to support educators in their roles. This strategic initiative resulted in an increase in student attendance, particularly on Fridays, with students expressing a preference for this day as their most enjoyable of the week.

Wyalong Public School collaborated closely with West Wyalong High School to establish an Indigenous peer support mentoring program. The primary aim was to provide guidance for younger students transitioning into high school, offering them positive role models while fostering cultural understanding. This initiative led to robust connections between high school and primary students, fostering a deepened awareness of culture, encompassing activities such as dance and weaving.

By upholding high standards and fostering a nurturing environment, Wyalong Public School observed exceptional student achievements, evidenced by outstanding results across NAPLAN, Check-in Assessments, and internal evaluations in 2023. The school's attendance rate consistently exceeded the state average, while negative behavioral incidents decreased noticeably and positive incidents increased.

In 2024, Wyalong Public School aims to sustain and further integrate the successful practices established in 2023. Additionally, the school will continue collaborative efforts with the West Wyalong Aboriginal Education Consultative Group and West Wyalong Aboriginal Land Council to advance the development of the school's Reconciliation Action Plan.

### 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 the percentage of students attending > 90% of the time to be at or above the system-negotiated lower bound target of 70%.	The number of students attending greater than 90% of the time or more has increased by over 20% from 2022 to 2023, however, it is 7% below the school's 70% target.
The school will maintain and grow positive levels of wellbeing according to the Tell Them From Me and internal surveys.	92% of students indicate a positive sense of wellbeing (Sense of Belonging at School) demonstrating achievement of this school-based progress measure.

**2023 Progress measure**

Increase the number of themes in our school's self-assessment for the element of Learning Culture from Sustaining and Growing to Excelling.

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,330.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wyalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All personalised learning and support plans 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><b>After evaluation, the next steps to support our students will be:</b> to continue to formally incorporate integration funding decision making into the learning and support team section in our staff meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student personalised learning and support plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$125,055.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wyalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support students learning needs using evidence based teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 and 5 NAPLAN reading, numeracy and writing above both state and SSSG.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ and up-skill our additional staffing in evidence based teaching strategies to support student learning in literacy and numeracy and continue our trajectory in results.</p>
<p>Aboriginal background</p> <p>\$26,621.25</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wyalong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Sense of Belonging through High Expectational Relationships</li> </ul>

<p>Aboriginal background</p> <p>\$26,621.25</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students including the establishment of the Indigenous Mentor Program.</li> <li>• community consultation and engagement to support the ongoing development of cultural safety and an outdoor learning space with the school.</li> <li>• Weekly hour teachings of Wiradjuri language.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a 40% increase in Aboriginal families engaging in the PLP process and, more importantly, conversations becoming more authentic. The establishment of an Indigenous peer support mentoring program between Wyalong Public and West Wyalong High School. 100% of our students learning Wiradjuri language and being authentical taught Wiradjuri culture each week.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to have all Aboriginal families engaging in the PLP process and working closely with the West Wyalong AECG to develop authentic partnerships. Continuing and strengthening the High School mentoring program and working with the knowledge holders to continuing cultural teachings in the school.</p>
<p>Low level adjustment for disability</p> <p>\$60,382.37</p>	<p>Low level adjustment for disability equity loading provides support for students at Wyalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the numeracy needs of identified students.</li> <li>• engaging a learning and support teacher to work with small groups and in a case management role within the classroom/whole school setting.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the number of students achieving above state results in reading and numeracy in Years 3-6 Check-In Assessment. The school achieved a more consistent approach to student learning support within a whole class setting allowing for intervention for the top students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the impact of the learning support team, the school will continue to fund additional support for identified students through the employment of a trained LaST.</p>
<p>Location</p> <p>\$29,495.44</p>	<p>The location funding allocation is provided to Wyalong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> <li>• High Impact Professional Learning for student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for the implementation of the 3-6 curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increase in staff knowledge of the new curriculum and evidence based teaching strategies and practices in numeracy.</p>

<p>Location</p> <p>\$29,495.44</p>	<p><b>After evaluation, the next steps to support our students will be:</b> continuing to deliver professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$13,280.51</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 Wyalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning for student growth</li> <li>• Sense of Belonging through High Expectational Relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release time for teachers to attend Mathematics Strategy Professional Learning Initiative's learning modules and the Content Focused Coaching Course.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy, resulting in improved external and internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing the professional learning on Content Focused Coaching Course, emphasising goal setting, continuing explicit feedback structures, fostering a culture of sustained excellence, and maintaining a consistent focus aligned directly with the needs of the staff.</p>
<p>QTSS release</p> <p>\$16,926.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wyalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning for student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum through coaching and team teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all staff to embed effective practices in the explicit teaching of the big ideas in numeracy, resulting in improved external and internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to implement structures that enable coaching and team teaching, where teachers need support.</p>
<p>COVID ILSP</p> <p>\$39,194.99</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>COVID ILSP</p> <p>\$39,194.99</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will continue to be a priority.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$62,035.20</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> <li>• High Impact Professional Learning for student growth</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an AP Curriculum &amp; Instruction to build capacity of staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increase in staff knowledge of the new curriculum and evidence based teaching strategies and practices. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to up-skill staff in the latest evidence-based teaching practices to support student learning in literacy and numeracy and continue our trajectory in results.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	32	39	47	44
Girls	39	42	40	37

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.0	90.7	82.7	88.2
1	93.7	92.1	82.3	87.3
2	94.9	89.9	85.9	89.4
3	96.2	95.0	88.6	90.5
4	92.7	91.6	89.1	90.9
5	92.3	91.4	85.5	92.6
6	92.4	85.2	83.2	91.7
All Years	94.0	91.4	85.0	89.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.4
Classroom Teacher(s)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.45

\*Full Time Equivalent

## 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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	243,709.13
<b>Revenue</b>	1,666,324.69
Appropriation	1,645,073.93
Grants and contributions	16,191.50
Investment income	4,839.26
Other revenue	220.00
<b>Expenses</b>	-1,559,137.50
Employee related	-1,410,287.80
Operating expenses	-148,849.70
<b>Surplus / deficit for the year</b>	107,187.19
<b>Closing Balance</b>	350,896.32

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	54,213
<b>Equity Total</b>	212,059
Equity - Aboriginal	26,621
Equity - Socio-economic	125,056
Equity - Language	0
Equity - Disability	60,382
<b>Base Total</b>	892,194
Base - Per Capita	22,643
Base - Location	29,495
Base - Other	840,056
<b>Other Total</b>	110,739
<b>Grand Total</b>	1,269,205

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Feedback from staff, students and parents is used to assist in determining future directions. The school conducts annual surveys and focus groups with students, staff and parents.

In answers to open-ended questions of our parent surveys, families are asked to tell us things they value in our school, or things to make it better. 'Please describe two things you value, appreciate or notice that we do well and one suggestion that you would like to see implemented for improvement.'

- According to feedback from the parent survey, Wyalong Public School was commended for its inclusive approach, actively involving children, families, and the wider community in the learning process. The school was recognised for providing a safe and supportive environment where families felt comfortable and understood. Staff members were praised for their professionalism, high standard of expertise in literacy and numeracy and meeting the needs of every child in the school. Parents appreciated the school's openness to their input and assistance in planning learning experiences. This collaborative environment fostered positive interactions among various stakeholders, contributing to the continued academic success and well-being of the students.
- By having the exercise and wellbeing groups in the morning it provides students with a sense of belonging.
- The school warmly embraces students from diverse academic and emotional backgrounds, providing support tailored to their individual needs. They offer comprehensive assistance to students with special needs, extending support not only to the students themselves but also to their families.
- The school provides additional learning experiences which allows students to explore different interests such as debating, culture, sport and gardening.
- The school is extremely supportive of finding support to assist in children's learning and development, such as speech assessments and programs. The school is welcoming of advice from specialists including OT, speech, psychologist, medical professionals, play and behaviour therapist, and physiotherapist. They allow professionals and parents to use the school to run programs at school and online to cut down on absences due to travel.

Some suggestions to further enhance opportunities to build student wellbeing and to support students included:

- Communication from classroom teachers on a regular basis about the learning that is happening in the classrooms, routines and sharing successes.
- Increasing social media to promote the school in the wider community.
- Having more diverse cultural learnings from around the world.

Through the open forum, students responded to open-ended questions about 'What are the things you like most about attending Wyalong Public School and what would make it even better?'

Responses included:

- Teachers and support staff are helpful and there is always someone to help us.
- Friday rotations are a positive way to finish the school week.
- Everyone is someone. The school gives students opportunities that they are interested in like cooking, dance, debating, gardening and caring for the chickens.
- I like attending Wyalong Public School because of its wonderful staff as well as students.
- I love morning check-ins and it helps me develop my resilience strategies.
- I enjoyed the High School mentoring groups especially learning to dance. It was extremely special to give Welcome to Country and dance at my last Presentation Night. I was a proud Wiradjuri boy!

Staff responded to a survey 'Please describe our school culture and the ways in which it contributes to student learning and student achievement', and 'Please tell us some of the things you really like about our school, or things that would make it even better'. A summary of the responses include:

- There is a positive and engaging school culture at Wyalong Public School, where staff and students are known, valued and cared about within an environment of high expectations for both learning and wellbeing.
- It is a place where everyone is encouraged to collaborate and contribute to the overall learning environment.
- High standards and clear expectations for behaviour, academic performance and personal growth, are communicated and maintained.
- Efforts and achievements are acknowledged and celebrated for both students and staff.
- Extra-curricular activities ensure students are given opportunities to enjoy a wide range of experiences.
- A love of learning is cultivated at Wyalong Public School, evidenced by the happy and co-operative students with strong academic growth as well as staff's growth in their professional learning.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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