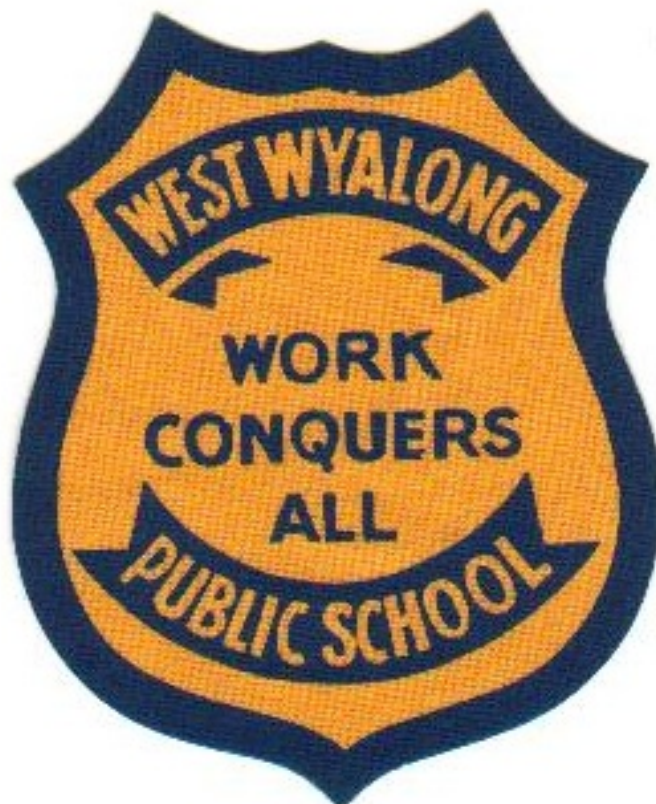


# 2023 Annual Report

## West Wyalong Public School



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# Introduction

The Annual Report for 2023 is provided to the community of West 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 West Wyalong Public School, every student is known, valued and cared for in a kind, respectful and inclusive environment. Our vision is for our whole school community to be partners in learning and collaborate to empower all students to become confident, resilient, self-directed and successful learners. This will be achieved through embedded whole school practices of quality teaching, high expectations and individualised learning.

## School context

West Wyalong Public School sits on the lands and waterways of the Wiradjuri people, situated in the town of West Wyalong, which is the major town in the Bland Shire, in the Riverina Region of NSW.

The school draws its enrolments from the rural sector and a lot of families of the employees of the Cowal Gold Mine or business associated with the mine. Our enrolment numbers have recently declined due to a shortage of residences and drive in, drive out workers with no families residing in the town. .

Aboriginal enrolment numbers have remained steady with 34 students this year. We currently have 12 EAL/D students. In 2018, we started a cultural group with our Indigenous students with the support of the Local Aboriginal Lands Council. We have a significant number of students who are on integration funding and are supported by School Learning Support Officers within our school.

Our school has many extra-curriculum opportunities through sport, music, cultural experiences, excursions, leadership initiatives and performances. A whole school wellbeing program has been implemented, to provide extra support for individual student's needs.

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

Our school Strategic Improvement Plan includes a focus on improving literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy is used. This is supported by evidence-based approaches to professional learning that improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community and increased involvement in the school by the community, with a focus of high expectations will improve student learning outcomes.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
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

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In order to improve literacy and numeracy achievement, we will embed a consistent cyclic approach to measure progress so that staff know and understand where students are at and where to next.

### 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.

- Assessment Driven Practices

### Resources allocated to this strategic direction

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#### AP Curriculum & Instruction

#### Professional learning

#### Per capita

#### QTSS release

#### Socio-economic background

### Summary of progress

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In Strategic Direction 1, Growth and Attainment, West Wyalong Public School has focused on the initiative that targeted building the capacity of staff to utilise data to inform teaching. The school has engaged staff in high impact professional learning in data concepts and the analysis and use of student assessment data. This resulted in more refined assessment practices from K-6 and increased opportunities for staff to analyse assessment samples and data collaboratively to inform the teaching and learning cycle.

Each week, stage planning and professional learning days were timetabled, with teachers from each stage and the instructional leaders. The first meetings were to go over class groups and professional learning for new staff with using PLAN 2 data, for 5-week sprints in understanding texts and number and algebra progressions. Each stage had 2 days per term to identify areas of focus, teaching strategies, resources and professional learning from the instructional leader.

Executive took part in professional learning at the beginning of the year on implementing the new syllabus, leading collaboration for school improvement and coaching.

In the middle of the year, the Mathematics Specialist Program Initiative commenced with the Assistant Principal Curriculum and Instruction and two lighthouse teachers beginning their training and gathering baseline data by interviewing students. The Assistant Principal Curriculum and Instruction ran five afternoon professional learning sessions at the end of the year based on MSPI data that was collected. Additionally, a "Big Ideas" professional learning session was delivered to staff by the two lighthouse teachers and Assistant Principal Curriculum and Instruction. This was achieved ahead of schedule, as this professional learning was initially planned for 2024.

The planning meetings were very productive. Timetabling and employing extra staff on Tuesdays enabled these days to occur and be prioritised. The meetings supported new teachers to the school or to a new stage and enabled Assistant Principal Curriculum and Instruction to support reading and numeracy in a targeted approach, using student data as the focus. In the second half of the year, the 5-week sprints were recorded on GoogleDrive and staff changed how they programmed using PLAN2 data. The impact of this strategy was measured from a combination of formative and summative assessment sources. These included PLAN 2 data progression tracking, 5-week sprint notes, Check-in assessment data, Phonics screening and internal assessment results from Essential Assessment and Accelerated Reader platforms.

The practice of regularly collecting assessment data in planned intervals, to monitor and deeply analyse reading and numeracy results, has been embedded into the routines of all teachers. New teachers were inducted in Term 3 and were strongly supported by teachers as well as the Assistant Principal Curriculum and Instruction. Their feedback was that the process was easy to follow, effective and well supported. In various types of planning meetings teachers, Assistant Principal Curriculum and Instruction and school leaders used data to identify individual, class and whole school trends and develop a variety of teaching and learning strategies to address "where to next". Professional learning to improve teaching and learning in targeted areas was determined and actioned. All teachers explicitly teach reading and numeracy to students at all levels of achievement with success that can be measured using the progressions and other data sources.

In 2024, the focus will be on all students articulating, understanding and achieving their reading and numeracy learning

goals. A case management approach, based on parameters from the Clarity Learning Suite, will be implemented to further meet the needs of our students. There will be the continuation of programs containing 5 week sprints in reading and numeracy, with the addition of writing. In 2024, the Assistant Principal Curriculum and Instruction will educate staff on the use of the Guttman Chart within PLAN 2 data to determine if students are progressing after each sprint.

### 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
By the end of 2023 we will be working towards excelling in the data skills and use element of the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of data skills and use.
Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Reading Check-in assessment.	Check in Assessment data revealed there was an increase in the mean scaled score in Reading from 2022 to 2023 with both year groups sitting above SSSG.
Increase the mean scaled score of Years 4 and 6 students from 2022 to 2023 in the Numeracy Check-in assessment.	Check in Assessment data revealed there was an increase in the mean scaled score in Numeracy from 2022 to 2023 with both year groups sitting above SSSG.

### Purpose

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In order to ensure that every student achieves growth in their learning we will build teacher capacity in high impact quality teaching practices.

### 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.

- High Impact Professional Learning

### Resources allocated to this strategic direction

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#### Per capita

### Summary of progress

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In Strategic Direction 2, High Impact Professional Learning, the school focus has been around embedding systems to support effective and targeted professional learning and collaboration. Using the High Impact Professional Learning model, the school executive identified the focus areas of professional learning, informed by student need. School leadership teams facilitated professional learning using collaborative and applied professional learning to strengthen teaching practice.

During 2023, all teachers received one hour per fortnight and a stage planning day, every 5 weeks, to undertake professional learning and collaborate with their team. During this time, the Deputy Principal Instructional Leader and Assistant Principal, Curriculum and Instruction, supported staff in professional learning and collaboration opportunities so that they could plan and implement strategies into their classrooms.

There was a deliberate focus on data meetings with the executive where staff worked together to analyse numeracy and reading comprehension data. The teaching of numeracy adopted the same framework as literacy, using data to inform and monitor student progress within five weekly teaching and learning blocks, resulting in stage teams working together, to develop teaching and learning programs.

In 2023, there was ongoing staff professional learning to continually build teacher capability and support student learning. Staff enhanced their skills in explicit teaching and analysis of data to improve student achievement. Classroom teachers engaged in the Clarity Online Learning Suite - What Matters Most in Learning, Teaching and Leading by Lyn Sharratt. The focus of these modules was on knowing the faces of learners, utilising collaborative inquiry as a teaching strategy and incorporating the assessment waterfall process in every classroom across the school. As a result of this professional learning, there has been a shift in teaching practice, with a strong stance on evidence-based teaching and learning practices, particularly in literacy and numeracy.

In 2024, teachers will continue to receive one hour per fortnight as well as two planning days each term, to reflect on their practice and give feedback around explicit teaching using the parameters for collaboration from Clarity professional learning. The approaches that will be included in planning days are lesson study, collaborative assessment of student work and case management meetings. Learning Walks will also be utilised throughout the year to observe best practice and student engagement. A collaborative inquiry approach, incorporating the 14 parameters, will assist the evaluation and plan to improve writing outcomes for students.

### 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
By the end of 2023 the school will be at excelling in the theme of explicit teaching in the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of explicit teaching.
By the end of 2023 the school will be at	Self-assessment against the School Excellence Framework shows the

excelling in the theme of collaborative practice and feedback in the School Excellence Framework	school currently performing at sustaining and growing in the theme of collaborative practice and feedback.
An increase in the number of students in Year 3, 4, 5, 6 students demonstrating growth in reading comprehension using the scaled score in the Star Reading assessment.	There was an increase in the number of students from Years 3, 4, 5 and 6 scoring at or beyond the expected level in the STAR reading assessment from Term 1 to Term 3.
An increase in the number of students in Year 3, 4, 5 and 6 achieving growth in Number and Algebra using the Essential Assessment common grade scale as data.	The average growth result for Years 3, 4 and 5 in number and algebra was 0.92 years.



## Strategic Direction 3: High expectations relationships

### Purpose

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In order to optimise the educational and wellbeing outcomes of every student we will create a culture of high expectation through the shared responsibility of students, parents and staff.

### 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.

- High Expectations Relationships

### Resources allocated to this strategic direction

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**Socio-economic background**

**Low level adjustment for disability**

**Aboriginal background**

**Professional learning**

### Summary of progress

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In Strategic Direction 3, West Wyalong Public School maintained a clear focus in 2023 on high expectations to improve student wellbeing and attendance. Berry Street professional learning was undertaken by five staff members to develop strategies to support student wellbeing and behaviour. Throughout the year, activities like Breakfast Club, Chess Club and cooperative games in the library were scheduled. Student voice was also enhanced by the introduction of a Student Representative Council.

Staff members joined the newly established West Wyalong Aboriginal Education Consultative Group in order to strengthen connections between the school and community for our indigenous students and staff. In addition, the WWPS Reconciliation Action Plan Team was formed and measures were taken to ensure all stakeholders were represented in the team.

The school has continued to foster meaningful partnerships with the wider community through a variety of activities and planned meetings. Families were invited to a Welcome Back BBQ, allowing for informal meetings between staff, parents and students to occur in order to reconnect. Classrooms were opened to families, in an effort to commence the year in a positive way. We increased our various platforms of communication to ensure all families were informed and kept up to date. Facebook posts, emailed newsletters and Sentral messaging were primarily used to ensure families were well aware of activities at school.

The school audited attendance practices across the school and refined systems and processes to promote increased attendance of all students. The school attendance reward system was introduced to encourage improved attendance.

Within this Strategic Direction, embedding effective transitions has been an initiative that has resulted in the further refinement of transition practices from Preschool to Kindergarten and from Year 6 to Year 7. The Kindergarten teachers, as well as the school counsellor and Learning Support staff, attended meetings at the preschools and exchanged an extensive amount of information about preschool students attending in 2024. Staff also worked closely with West Wyalong High School to develop a new format for transition for Year 7. This resulted in a daily visit each term for Year 6 students and then a whole week's "Year 7 Experience" at the end of Term 4. Teachers from the high school also gathered data about students during several visits throughout the year.

In 2024, there will continue to be a focus on increasing student attendance, consolidating both students and parents' sense of belonging within the school, through the strategic collaboration of the Learning and Support Team, parents/carers and the wider community. The school's reconciliation plan will be finalised, implemented and shared accordingly. Aboriginal students in Years 5 and 6 will be given the opportunity to attend regular mentoring meetings with high school students as part of their cultural education and transition to high school.

### 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 students attending at 90% or higher by at least 5%.	From 2022 to 2023, there was an increase in the number of students attending greater than 90% of the time, however, the target was not met.
Increase the number of students surveyed using the tell Them From Me survey, who experience a sense of belonging, advocacy and high expectations by 6%.	The percentage of students indicate a positive sense of well-being (Expectations for Success, Advocacy, and Sense of Belonging at School) has decreased from 2022 in the Tell Them From Me survey.
By the end of 2024 the school will be moving towards excelling in the theme of high expectation culture in the School Excellence Framework.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of high expectation culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$234,191.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West 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>• School Learning Support Officers assist with individual students in classrooms using their Individual Learning Plans and Behaviour Management Plans that are adjusted to their individual needs.</li> <li>• staffing release for individual case conferences and development of Personalised Education Plans (PEP)</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- eligible students supported in their classrooms to achieve their personalised learning goals with regular parent and carer contact and input</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- incorporate integration funding decision making into the learning and support team meeting agenda, in a case management approach</li> <li>- use of integration funding will be adjusted throughout the year in response to student's support needs</li> </ul>
<p>Socio-economic background</p> <p>\$108,938.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West 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>• Assessment Driven Practices</li> <li>• High Expectations Relationships</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support miniLit and MacqLit program</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p>providing students without economic support for educational materials, uniform, equipment and other items</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- reading and numeracy check in assessments results achieving growth for Year 4,5 and 6 from 2022 to 2023.</li> <li>- Reading and spelling improvement for student who had completed MacqLit and MiniLit.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- students will continue to be supported in reading and numeracy with the MiniLit and MacqLit programs</li> <li>- utilise funding to purchase mathematics resources, create smaller class sizes for reading and numeracy instruction and extra staff allocated in each classroom.</li> </ul>
<p>Aboriginal background</p> <p>\$34,674.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West 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</p>

<p>Aboriginal background</p> <p>\$34,674.21</p>	<p>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>• High Expectations Relationships</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 specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• purchase of resources with Aboriginal prospective</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increase in Aboriginal families engaging in the PLP process</li> <li>- Tell Them From Me survey indicated that 93% of Aboriginal students had a positive outcome with an Advocacy at School, compared to 61% of the Aboriginal students in the State. This was an improvement for the school of 3% from 2022.</li> <li>- membership in the new AECG that has been established in West Wyalong as well as Professional learning for staff on Aboriginal Education and implementation of the Personalised Learning Pathways plans. (PLP)</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Professional learning for staff on Aboriginal Education and implementation of the Personalised Learning Plans.</li> <li>- Complete Reconciliation Action Plan</li> <li>- PLP development incorporated in goal setting meetings with class teacher and parents</li> <li>- CENTRAL PLP created as a fluid document/ plan</li> </ul>
<p>English language proficiency</p> <p>\$6,998.21</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at West 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> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- student progress showing growth in reading and writing.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- professional learning for the Learning and Support Teacher on English language proficiency using the EAL/D learning progressions</li> <li>- individualised learning programs for students at beginning and emerging phase.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$156,214.30</p>	<p>Low level adjustment for disability equity loading provides support for students at West 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>• High Expectations Relationships</li> </ul>

<p>Low level adjustment for disability</p> <p>\$156,214.30</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• the referral system for learning support assistance reviewed to improve the process as well as sourcing support from external allied health providers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students skills were consolidated through targeted learning and support programs under the guidance of the Learning and Support Teacher and School Learning Support Officers</li> <li>- MiniLit and MacqLit groups occurred for students targeted through assessment data and referrals were created in stage teams</li> <li>- the Learning and Support Teacher provided interventions for identified students</li> <li>- targeted programs and resources for students across K-6, in literacy and numeracy occurred under the guidance of Assistant Principals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- an increase in student participation in support programs across K-6</li> <li>- the Learning and Support Teacher will continue to provide support for identified students</li> </ul>
<p>Location</p> <p>\$58,921.64</p>	<p>The location funding allocation is provided to West 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> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- an increase in engaging cultural, creative and environmental opportunities and choices for students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to provide extra curricular and cultural experience for students by funding a variety of in school activities and excursions</li> </ul>
<p>Professional learning</p> <p>\$34,490.28</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 West 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>• Assessment Driven Practices</li> <li>• High Expectations 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>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading</li> <li>• instructional leaders providing professional learning to stage groups on cyclic planning and use of the literacy and numeracy hub for collaborative</li> </ul>

<p>Professional learning</p> <p>\$34,490.28</p>	<p>planning.</p> <ul style="list-style-type: none"> <li>professional learning for all teaching staff with Clarity learning Suite by Lyn Sharratt.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all staff completing High Impact Professional Learning opportunities with instructional leaders and their stage teams and as whole school groups</li> <li>- stage based professional learning was determined through the use of analysis of both internal and external data sources</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- targeted professional learning in the implementation of new curriculum, reading, numeracy, writing and behaviour management.</li> </ul>
<p>QTSS release</p> <p>\$38,114.50</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West 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>Assessment Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>assistant principals provided with additional release time to support classroom programs</li> <li>staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- staff released in stage groups for one hour each week</li> <li>- teaching and learning programs created collaboratively</li> <li>- professional learning based on stage data and point of need - High Impact Professional Learning</li> <li>- peer observations and feedback both within and across stages</li> <li>- Early Stage 1 and Stage 1 staff took part in professional learning and planning sessions in IniaLit</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to use the funding to release staff off class on a rotational basis, with the focus on collaboration, analysis, planning and professional learning for reading, numeracy and writing.</li> <li>- lesson study and collaborative assessment of student work during stage planning sessions</li> </ul>
<p>COVID ILSP</p> <p>\$112,689.69</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> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>providing intensive individual tuition for identified students who were identified in numeracy, writing and reading by School Learning and Support Officers</li> <li>School Learning Support Officers take small groups in MacqLit and MiniLit tuition in reading as well as targeted numeracy support using data from the progressions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- majority of the students in the program achieved progress towards learning</li> </ul>

<p>COVID ILSP</p> <p>\$112,689.69</p>	<p>goals in sight word knowledge, reading levels and numeracy skills that were identified from PLAN 2.</p> <ul style="list-style-type: none"><li>- implementation of literacy and numeracy small group tuition using data sources to identify specific student need</li></ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"><li>- provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li><li>- Bump it Up groups</li></ul>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	130	112	101	95
Girls	110	99	98	86

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.0	87.8	90.8	91.1
1	93.2	89.5	87.5	91.7
2	94.8	90.6	88.3	91.7
3	93.2	92.5	85.2	91.7
4	95.2	88.6	88.9	87.5
5	93.7	91.9	88.2	91.0
6	91.9	88.8	86.5	88.1
All Years	93.1	90.1	87.9	90.5
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)	4
Classroom Teacher(s)	9.28
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.72

\*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>	485,111.30
<b>Revenue</b>	3,833,349.17
Appropriation	3,784,958.87
Sale of Goods and Services	36.36
Grants and contributions	44,943.36
Investment income	3,200.58
Other revenue	210.00
<b>Expenses</b>	-3,932,078.14
Employee related	-3,447,298.97
Operating expenses	-484,779.17
<b>Surplus / deficit for the year</b>	-98,728.97
<b>Closing Balance</b>	386,382.33

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>	200,715
<b>Equity Total</b>	306,826
Equity - Aboriginal	34,674
Equity - Socio-economic	108,939
Equity - Language	6,998
Equity - Disability	156,214
<b>Base Total</b>	2,276,286
Base - Per Capita	51,792
Base - Location	58,922
Base - Other	2,165,572
<b>Other Total</b>	418,488
<b>Grand Total</b>	3,202,314

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

*In the Tell Them From Me parent survey the school mean was distributed above the state in the following areas:*

- Parents feel welcome
- Parents are informed
- Parents support learning from home
- School supports learning
- School supports positive behaviour
- Safety at school
- Inclusive school
- Parents were asked if they thought learning goal setting meetings had a positive effect on their child's learning in literacy and numeracy. 66% agreed , 25% unsure and 9% disagreed.
- Parents also agreed that the school is well maintained, the physical environment is welcoming and it's easy to access the school. There were 5% of parents who indicated that they disagreed that the school is a culturally safe place for all students. 93% of parents would recommend the school to other parents and 98% indicated that West Wyalong Public school was their first choice of school.

*In the Tell Them From Me student survey the school mean was above the state in the following areas:*

- Student participation in school sports
- Students participation in extracurricular activities
- Students with positive behaviour at school
- 100% of Aboriginal student surveyed agreed that they feel good about their culture when they are at school and 87% agreed that their teachers have a good understanding of their culture.
- 91% of students said that they are treated with fairness and respect by their teachers in regards to their cultural background.

*In the Tell Them From Me student survey the school mean revealed following areas to address:*

- Students with a positive sense of belonging
- Students with positive relationships
- Positive homework behaviours
- Students who are interested and motivated

*In the People Matter survey staff responses in areas that were well above the sector average for schools were:*

- Employee engagement
- Job satisfaction
- Wellbeing
- Customer service
- Role clarity and support
- Risk and innovation
- Teamwork and collaboration
- Inclusion and diversity
- Senior managers
- Decision making and accountability
- Grievance handling
- Health and safety
- Recruitment
- Communication and change management
- Employee voice
- Action on survey results
- 32% of staff were confident that the department will take effective actions to reduce administration workload on schools.
- 18% of staff were looking, or thinking about looking, for a new role within the NSW public sector but outside of your current workplace to broaden your experience.

# 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.