

2021 Annual Report

North Wagga Public School



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Introduction

The Annual Report for 2021 is provided to the community of North Wagga 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

North Wagga Public School is committed to fostering a collaborative, inclusive learning culture that promotes high expectations and positive wellbeing for all.

School context

North Wagga Public School is situated on the outskirts of the city of Wagga Wagga, adjacent to the Murrumbidgee River. The school serves a blend of suburban and semi-rural families. The school currently has an enrolment of 225 students and a mixture of beginning and experienced staff.

Students at North Wagga Public School have access to a range of extensive learning opportunities, which allows them to discover and develop their talents and skills. Quality teaching and learning supports the needs of all students and they are motivated to reach their fullest potential through the development of lifelong learning skills and attitudes.

At North Wagga Public School each individual is known, valued and cared for. There is positive interaction between students of all ages. We strive to develop a culture of personal values and attributes such as resilience, empathy and respect.

The school has a tradition of excellence dating back over 140 years, and we are very aware of the need to maintain and advance this tradition and our reputation for excellence. The school community enjoys the well maintained playground and gardens and there is strong community involvement within the school.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified as explicit quality teaching, wellbeing and engagement, which are represented in our Strategic Directions.



Acknowledging National Sorry Day

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>

Strategic Direction 1: Student growth and attainment

Purpose

Provide every student with explicit teaching opportunities in numeracy and reading through a systematic and reliable analysis of student data.

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.

- Quality Assessment

Resources allocated to this strategic direction

Integration funding support: \$88,854.50

Professional learning: \$20,907.79

QTSS release: \$52,583.34

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Our focus for 2021 was to source, implement and analyse quality assessment to improve student learning outcomes. For the duration of 2021 we revised our assessment and teaching practices to be in alignment with the elements of our Reading Project and all facets of the What Works Best document to deliver quality teaching and assessment. Key initiatives during this period was the provision of release time for Executive to research and deliver instructional leadership. Time was also provided for all teaching staff to collaborate and plan to facilitate successful engagement and programming. 2021 delivered a plethora of obstacles pertaining to Covid 19 restrictions, lockdowns and Home Learning. These factors shifted our planned vision and added extra elements to our schooling environment. We narrowed our focus to take our time to deliver quality embedding of these practices. Data has demonstrated growth in reading for all students. Staff were provided with Professional Learning and engaged in collegial discussions to understand, develop and apply a range of quality assessment practices. Collaborative planning days were a platform whereby teachers analysed and responded to trends in student achievement data.

In 2022, we will continue to embed data informed planning and practices to promote quality and point of need teaching to assess relevant data.

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 proportion of students achieving in the top 2 bands in numeracy trending upwards towards the lower bound target of 42.3%.	Data indicates that 21.43% of students in top 2 bands numeracy showing minimal change from baseline data.
Increase the proportion of students achieving in the top 2 bands in reading trending upwards towards the lower bound target of 30.6%.	Data indicates that 35.71% of students in top 2 bands reading showing growth from baseline data.



ANZAC Day

Strategic Direction 2: Explicit quality teaching

Purpose

A school-wide approach to ensure the most effective evidence-based teaching methods optimise learning progress for all students.

Initiatives

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

- Explicit Teaching
- Quality Practice

Resources allocated to this strategic direction

Socio-economic background: \$38,437.00

Aboriginal background: \$6,761.00

English language proficiency: \$7,616.00

Low level adjustment for disability: \$108,700.60

Refugee Student Support: \$676.90

Location: \$2,027.00

Literacy and numeracy: \$7,685.00

Summary of progress

Our focus for 2021 was to ensure all teachers have an explicit understanding of quality teaching of reading and numeracy to improve student outcomes. School teams were guided through the process of developing consistent evidence informed practices. The leadership team maintained a clear focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement. Teachers began to engage in professional dialogue, collaboration and implement these strategies in their teaching practices. Our initiatives were driven by our focus to deliver explicit quality teaching, guided through the process of facilitating elements of What Works Best document, putting into practice learning intentions and quality feedback. Time was given for quality instructional leadership to foster quality implementation to embed these practices within their teaching and learning programs. Our vision to see learning intentions and success criteria visible in teaching and learning programs and all teaching staff delivering effective feedback in a variety of forms is apparent. Focused instructional leadership and time for collaboration has helped sustain a culture of effective, evidence-based teaching and assessing to promote student growth. Staff focus has developed to become more collaborative and data responsive. The shift within teaching and learning is evident during the supervision cycle.

In 2022 we will continue with our Reading Project to ensure these practices are embedded. We will work with staff to embed these strategies into everyday teaching practices and continue to engage in ongoing research based professional learning. This will further support improvement in teaching practice and student growth.

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 achieving expected growth in NAPLAN Numeracy.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increased by 8.26% to the lower bound system-negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN Reading.	The proportion of Year 5 students achieving expected growth in NAPLAN reading increased by 2.49% to the lower bound system-negotiated target.



Riverina Dance Festival

Strategic Direction 3: Student Wellbeing and Engagement

Purpose

Students are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing.

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.

- Attendance and engagement
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$12,446.30

Integration funding support: \$88,854.50

School support allocation (principal support): \$14,338.80

Summary of progress

Our focus for 2021 was for teachers, students, parents and community to work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. In addition, to establish positive and respectful relationships amongst students and staff to promote high levels of student wellbeing. Staff are regularly and accurately monitoring and analysing attendance data and take prompt action to address concerns. Students have regular opportunities to meet with an identified staff member who can provide support, advice and assistance to help students fulfill their potential. During this period we have worked to synthesise our focus on wellbeing and attendance by addressing these needs together implementing Forge wellbeing, Go To and Cultural Enrichment groups and lunch time clubs. We positively built on our student connection, have every child known, valued and cared for. All students can identify at least one trusted adult and is provided time to build on this relationship over different activities.

In 2022 we will continue to focus on student wellbeing, student advocacy, belonging and high expectation to improve attendance and engagement. We will implement a twice a term focus with quality engagement and content, to increase engagement and make more meaningful connections with all students.

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 school more than 90% of the time by 5%.	The number of students attending greater than 90% of the time or more has decreased by 2% and sits just below the lower bound trajectory.
Student advocacy, belonging and expectations improves by 3% as measured by TTFM wellbeing data.	Students reporting positive wellbeing has increased by .53% across the positive wellbeing measures.



Thank you cookies

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$676.90</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to targeted student support in all Key Learning areas <p>The allocation of this funding has resulted in: increased Learning and Support Teacher time to assist with engagement of literacy and numeracy content.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue additional literacy and numeracy support with Learning and Support teacher.</p>
<p>Integration funding support</p> <p>\$177,709.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Wagga Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. Teachers continually update and respond to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Collaborative planning across stage groups to ensure programming is data responsive and targeting student point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to work with staff collaboratively, planning data responsive programming and catering for student point of need. This will continue to support further improvement in quality teaching practices and student outcomes, particularly in the areas of reading and numeracy.</p>
<p>Socio-economic background</p> <p>\$38,437.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Wagga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$38,437.00</p>	<ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement reading project , Mini-Lit and PL for numeracy assessments to support and students and those identified with additional needs • professional development of staff through reading project , Mini-Lit and PL for numeracy assessmentsto support student learning <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. Teachers continually update and respond to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Collaborative planning across stage groups to ensure programming is data responsive and targeting student point of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to work with staff collaboratively, planning data responsive programming and catering for student point of need. This will continue to support further improvement in quality teaching practices and student outcomes, particularly in the areas of reading and numeracy.</p>
<p>Aboriginal background</p> <p>\$19,207.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Wagga Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Attendance and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to release AP to conduct Attendance/Cultural Enrichment groups • AP to monitor and track Aboriginal student attendance and engagement <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the PLP process with both face-to-face and phone interviews, providing essential input into literacy, numeracy and wellbeing goals for all Aboriginal students.. Ongoing engagement with our Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families identified via attendance tracking system.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to deliver differentiated and personalised support to Aboriginal students. targeting their PLP goals. Reintroducing three-way interview proccess (twice a year) and making additional connections with community members to implement our 5 weekly Cultural Enrichment program (without the COVID-19 restrictions).</p>
<p>English language proficiency</p> <p>\$7,616.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching

<p>English language proficiency</p> <p>\$7,616.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to targeted student support in all Key Learning areas <p>The allocation of this funding has resulted in: increased Learning and Support Teacher time to assist with engagement of literacy and numeracy content.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue additional literacy and numeracy support with Learning and Support teacher.</p>
<p>Low level adjustment for disability</p> <p>\$108,700.60</p>	<p>Low level adjustment for disability equity loading provides support for students at North Wagga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Practice • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$2,027.00</p>	<p>The location funding allocation is provided to North Wagga Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional teaching release (to participate in peer observations) <p>The allocation of this funding has resulted in: ongoing classroom observations and peer feedback, timetabled observations have occurred each term, resulting in staff embedding quality teaching practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration.</p>
<p>Literacy and numeracy</p> <p>\$7,685.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Wagga Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$7,685.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$52,583.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Wagga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at North Wagga Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$128,816.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>



Red Nose Day

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	147	151	166	139
Girls	118	122	115	82

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	92.9	94.1	91.8
1	94.6	94.6	94.6	94.9
2	93.9	93.6	94.8	93.4
3	93.3	93.2	96.6	93
4	93.3	91.6	94.5	93.5
5	94	92.4	95.4	89.2
6	92.4	93.6	92	88.8
All Years	93.8	93.1	94.5	91.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

Attendance figures in 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 has 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.

Management of non-attendance

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

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



100 Days of Kindergarten

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.25
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.37

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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.



Olympics Fun Day - Aussie,
Aussie, Aussie!

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	251,134
Revenue	2,782,743
Appropriation	2,697,157
Sale of Goods and Services	29,234
Grants and contributions	56,102
Investment income	249
Expenses	-2,874,927
Employee related	-2,428,988
Operating expenses	-445,939
Surplus / deficit for the year	-92,184
Closing Balance	158,950

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.



Teddy Bear's Picnic

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	103,598
Equity Total	184,572
Equity - Aboriginal	21,341
Equity - Socio-economic	42,708
Equity - Language	8,463
Equity - Disability	112,059
Base Total	1,838,637
Base - Per Capita	69,271
Base - Location	2,252
Base - Other	1,767,114
Other Total	311,172
Grand Total	2,437,979

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

School performance - NAPLAN

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

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



Mother's Day Breakfast

Parent/caregiver, student, teacher satisfaction

In 2021, North Wagga Public School surveyed it's major stakeholders and questioned them on areas that have an influence and impact on them directly.

Our students value school and believe it has a strong bearing on their future and try hard to succeed in their learning. They have a positive sense of belonging and feel they have positive teacher student relationships.

During a year of uncertainty, lock downs due to COVID and working from home, staff felt that school leaders supported them during the year. They all indicated they set high expectations for student learning, use data to inform practice, set high expectations for students learning and collaborate with colleagues in increase student engagement, indicating the impact of the work completed this year with the What Works Best document.

While there has been a long period of visitors unable to visit the school due to COVID restrictions parent responses indicate they feel welcome when they visit school, they are always well informed about what is happening at school and student progress and they know their children are safe attending North Wagga PS.



Mortimer Shield

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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



Harmony Day Celebrations