

2021 Annual Report

Walbundrie Public School



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Introduction

The Annual Report for 2021 is provided to the community of Walbundrie Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

To provide a caring and respectful learning environment where all students will be supported and challenged to reach their full potential. They will be empowered to become responsible, resilient and successful individuals.

School context

Walbundrie Public School is a dynamic small rural school that is situated on Wiradjuri land. The school fosters a strong sense of belonging with positive student, teacher and school community relationships, all contributing to improved educational and social outcomes for students.

Walbundrie Public School has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for engagement, learning, development and success. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students. There is a focus on providing diversified authentic learning experiences, leading to many educational opportunities, where students develop a deep knowledge and understanding. The school has a committed approach to developing strong literacy and numeracy skills for all students. The dedicated staff members at Walbundrie Public School ensure all students are able to thrive and grow in an respectful, engaging and supportive learning environment. Our main values are respect, responsibility and resilience.

Walbundrie Public School is a proud member of the Walbundrie Small Schools Network which helps to develop a wider learning community for the students and staff members. The school has a supportive and dedicated Parents and Citizens Association (P&C) that assists to provide students with extra-curricular activities and opportunities.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to use data to inform future learning and use explicit teaching to meet the needs of all students. Professional learning will occur in curriculum areas so that teachers are confident in the NSW Syllabus, so they can successfully plan quality teaching and learning programs. The school has identified system-negotiated target areas in Reading and Numeracy.

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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student, there will be a whole school focus on reading and mathematics. All staff will collect and analyse data to assess students' progress and inform future learning needs. Teachers will utilise this data to provide explicit teaching to students and give effective feedback to enable students to become reflective learners who strive to improve.

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
- Data used to inform teaching

Resources allocated to this strategic direction

Socio-economic background: \$11,212.00
Low level adjustment for disability: \$14,039.00
School support allocation (principal support): \$13,605.00
Integration funding support: \$29,180.00
COVID ILSP: \$22,400.00
Location: \$15,260.00
QTSS release: \$3,924.00
Professional learning: \$500.00

Summary of progress

In 2021, Strategic Direction 1 was split into 2 major initiatives, **explicit teaching** and **data used to inform teaching**. These are two major areas of the teaching and learning cycle, therefore this can have the greatest impact for student growth and attainment.

Initiative 1 - Explicit teaching

In 2021, explicit teaching was one of the main priorities to promote student growth and attainment. Funds were utilised to provide additional classroom teachers, so that the classrooms are divided into a set K-2 and 3-6 classroom 5 days a week. This allowed each student to have consistency of teaching staff and explicit teaching time daily. By dedicating funds to a K-2 teacher, explicit teaching of phonemic awareness, phonics, reading, writing and mathematics was able to occur to build strong foundation skills. Teachers in both classrooms, were able to use the Gradual Release of Responsibility model, which included 'I do', 'we do' and 'you do' in literacy and numeracy activities. By teachers using this model across mathematics, students are well supported with explicit teaching one day, second day is explicit and more joint activities and on the third day, students are able to complete activities independently. The teacher roves on this day, and picks up any student that are showing difficulties. These students will then get additional support, including more explicit teaching, when necessary. This is proving a comprehensive way to teach mathematics and most students are showing measurable growth. Teachers have also become more confident in teaching mathematics and have slowed down to be more thorough of the syllabus content.

All teachers have also developed their explicit teaching ability throughout the year, by giving students models and scaffolds. Students are able to see what the learning should look like and what the expectations are. This has helped the students to understand what they are learning about and what they have to do to be successful in their learning. It also makes the learning easier for the students, by breaking learning into smaller and meaningful chunks. Teachers also did more small group activities within the classroom therefore teaching students at the point of need. Teachers were able to explicitly teach content and skills to match their students' ability so that all students can reach their potential. Teachers developed their ability to give effective feedback, so that students are able to reflect on their learning. This is still something that teachers will continue to develop over time. Students can also understand that learning is something that they can all master, then learn to challenge themselves to move forward. This has lead to an increase in student growth and attainment across literacy and numeracy.

Learning and Support and Integration Funds were utilised to explicitly teach 1:1 and for small groups. The Reading Tutor Program was used for students with lower reading ability, whereby they are explicitly taught phonics and decoding strategies. The small group activities were for identified students who showed learning gaps in literacy or numeracy. Additional funds were allocated in 2021 for COVID support, this allowed us to employ our Learning and Support Teacher an additional day, to complete literacy and numeracy groups to support students. This meant that students were

receiving additional support for two and a half days per week. This teacher was able to design small group activities based on assessment data and used this data to inform future teaching areas in literacy and numeracy. These groups were designed to complement the strategies that were being taught by the classroom teacher. This ensured all students were able to complete classroom learning through scaffolding, as well as by getting specific support for some literacy and numeracy areas. This resulted in improvement in student growth for both reading and mathematics as monitored in PLAN2.

Initiative 2 - Data used to inform teaching

In 2021, teachers are using specific data to target whole class teaching. Data has been collected across literacy and numeracy from a wide range of sources including NAPLAN, Check-in, PLAN 2, PAT assessments and Essential Assessment. Teachers are beginning to analyse the data to understand what the students need to learn next. Previously, the data had been analysed by the Principal and shared with staff but this is an area identified for improvement in 2022. All teachers will learn how to interpret and analyse the data to understand where each student is with their learning and where they need to go to in the future. The data that was extrapolated, was used to design learning groups based on ability and similar focus areas. This then guided teachers to differentiate learning tasks in their teaching and learning programs and design small groups for intensive explicit teaching across literacy and numeracy. This resulted in teachers being able to support and extend students, to challenge all students so that they achieve growth. Student individual learning goals were also designed from analysed data and observations within the classroom. The learning goals generally came from the literacy and numeracy progressions and from observable features in reading, writing and mathematics. The learning goals were sometimes reworded so that students can understand what they need to do, more like a I can statement. These were then attached to the students desk, so that each student is aware of their individual goal, know what they need to do to improve and can reflect on it at the end of the lesson. This has led to students developing a more reflective attitude towards their learning, which will lead to student improvement.

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
System Targets - Expected growth Improvement in the rolling average percentage of students achieving expected growth in reading is at or above 50% using NAPLAN growth data over the previous 9 years.	The rolling average for students achieving expected growth in reading for 2021 is 68%. This is above the current target of 50%.
System Targets - Expected growth Improvement in the rolling average percentage of students achieving expected growth in numeracy is at or above 50% using NAPLAN growth data over the previous 9 years.	The rolling average for students achieving expected growth in numeracy for 2021 is 63%. This is above the current target of 50%.
System Targets - NAPLAN Top 2 Bands 50% of students are achieving in the top two NAPLAN bands in reading except those on a Personalised Learning and Support Plan	NAPLAN year 3 reading - 75% of students have achieved in the top two bands. NAPLAN year 5 reading - 50% of students have achieved in the top two bands.
System Targets - NAPLAN Top 2 Bands 50% of students are achieving in the top two NAPLAN bands in numeracy except those on a Personalised Learning and Support Plan	NAPLAN year 3 numeracy - 75% of students have achieved in the top two bands. NAPLAN year 5 numeracy - 50% of students have achieved in the top two bands.

<p>System Target - Attendance</p> <p>Maintain attendance above the 2020 baseline system target of 93%</p>	<p>Maintain attendance above the 2020 baseline system target of 93%. Current attendance is at 93.6% and is therefore above the baseline of 93%.</p>
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Strategic Direction 2: Curriculum Knowledge

Purpose

To develop teacher capabilities in curriculum knowledge and understanding in the school focus areas of reading and numeracy. Teaching and learning programs will be refined to embed curriculum knowledge and shows evidence of revisions and adjustments. Teachers will utilise professional learning to expand curriculum knowledge which will be evident in classroom practice.

Initiatives

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

- Curriculum Knowledge and Programming

Resources allocated to this strategic direction

Professional learning: \$4,710.00

Location: \$5,128.00

Per capita: \$5,000.00

Literacy and numeracy: \$2,072.00

Summary of progress

In 2021, Strategic Direction 2 concentrated on the development of curriculum knowledge and building this knowledge into teaching and learning programs. Teachers completed a personal survey to indicate areas for improvements, which identified mathematics as a focus for professional learning for the year. Teachers were also engaged in reading and other professional learning on the Literacy and Numeracy Hub, however these were secondary to the mathematics focus. The teachers completed an extended Professional Learning program from the Department of Education called the Big ideas in Number and Starting Strong, over 9 months. Teachers completed online modules and implemented new content into their classroom before the next session. By completing this evidence based professional learning, there has been an increase in teacher knowledge of the syllabus content and up to date resources available to them. Teachers were then able to utilise this knowledge to create more explicit teaching within the classroom and have improved their programs to suit their increased knowledge of the syllabus content and programming requirements. This also links to Strategic Direction 1.

Following the professional learning in mathematics, we reviewed our mathematics programs to align the teaching and learning programs to the professional learning. Teachers utilised the NESA programming monitoring document to reflect on their teaching and learning program and identified some areas for refinement. These included adding key language in each program, so that was addressed in explicit teaching and the collection of work samples as evidence of learning. Teachers now have clear and consistent programs, between classrooms and they note down student observations on programs daily. That way, any staff member can go into the classroom and teach from the set program, which is incredibly important in the small school setting. In 2023, the focus will turn to our literacy programs, making them consistent and easily accessible.

Additionally, teachers attended professional learning on Aboriginal Perspectives which began to improve their understanding and knowledge of how they can bring that into their teaching and learning programs. Teachers collaborated to complete an Acknowledgement of Country specific to our context, where we tabled ideas and looked into the information that should be in it. We designed our Walbundrie Public School Acknowledgement, which is displayed in all classrooms, office and principal office and is said before every meeting. Teachers have improved their ability to include Aboriginal Perspectives in their teaching and learning programs and can now show evidence of it being taught, to the best of our knowledge and understanding. This will still be an area for improvement over the next few years.

Through the completion of professional learning this year, teachers knowledge of the curriculum content has increased, which has flowed through into better teaching and learning programs, thus improving student learning knowledge.

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

School Target: Teachers show evidence of evaluating and improving teaching and learning programs at their level of proficiency in the Australian Professional Standards for Teachers.	All teachers show evidence of evaluating and improving teaching and learning programs at their level of proficiency in the Australian Professional Standards for Teachers.
<p>School Target: Improvements as measured by the School Excellence Framework:</p> <ul style="list-style-type: none"> • Learning: Curriculum and Assessment are validated as sustaining and growing • Teaching: Professional Standards - Literacy and numeracy focus are validated as sustaining and growing 	<p>School Excellence Framework has been completed for 2021.</p> <ul style="list-style-type: none"> • Learning: Curriculum - Teaching and learning programs have improved from delivering in 2020 to excelling in 2021. • Learning: Assessment is validated as sustaining and growing. Formative assessment has improved from delivering in 2020 to sustaining and growing and summative assessment has improved from delivering to excelling in 2021. • Teaching: Professional Standards - Literacy and numeracy focus has improved from sustaining and growing in 2020 to excelling in 2021.
School Target: Teachers show improvement in the results from the Teacher Self-Assessment tool by AITSL in Standards 2 & 3.	All Teachers are beginning to show improvement in the results from the Teacher Self-Assessment tool by AITSL in Standards 2 & 3.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,180.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Walbundrie 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"> • Explicit Teaching • Data used to inform teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Teacher additional Learning and support <p>The allocation of this funding has resulted in: Teacher being able to target intervention in reading, spelling and mathematics. The intensive learning has improved their reading ability and filled mathematical gaps in learning. We are confident that the student has made growth and filled learning gaps.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to support these students, as we do with every student we have at the school. Programs will be reliant on data and will be suited to students needs.</p>
<p>Socio-economic background</p> <p>\$11,212.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Walbundrie Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 explicit teaching focus in k-2/3-6 classroom to support all students needs <p>The allocation of this funding has resulted in: The investment of the funds for a second teacher provides consistency and continuity of learning. In the k-2 classroom, the teachers has been able to explicitly teach phonemic awareness, phonics, reading and mathematics to ensure all students in that class build strong foundation skills. This allows the 3-6 teacher to concentrate their explicit teaching on reading comprehension, writing and numeracy skills. Students can be grouped with similar ability to address their needs and get the explicit teaching that they need. This has resulted in growth in most students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To allocate an additional teacher to maintain small class sizes for greater opportunity for explicit instruction and differentiated learning.</p>
<p>Low level adjustment for disability</p> <p>\$14,039.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Walbundrie 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"> • Explicit Teaching

<p>Low level adjustment for disability</p> <p>\$14,039.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Early years explicit teaching focus - Additional teacher allocation so that the K-2 and 3-6 are separated 5 days. <p>The allocation of this funding has resulted in: The investment of the funds for a second teacher provides consistency and continuity of learning. In the K-2 classroom, the teachers has been able to explicitly teach phonemic awareness, phonics, reading and mathematics to ensure all students in that class build strong foundation skills. This allows the 3-6 teacher to concentrate their explicit teaching on reading comprehension, writing and numeracy skills. Students can be grouped with similar ability to address their needs and get the explicit teaching that they need. This has resulted in growth in most students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ additional staff to meet student learning needs, as long as the budget allows.</p>
<p>Location</p> <p>\$20,388.00</p>	<p>The location funding allocation is provided to Walbundrie 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"> • Explicit Teaching • Data used to inform teaching • Curriculum Knowledge and Programming <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Teacher will analyse internal and external data including student observations, writing moderation, PLAN2, PAT, Essential Assessment and NAPLAN to monitor student progress and growth. • Analyse above data to identify target students for additional learning and support in small group or individual learning and support • Employ additional staff (combine funding) <p>The allocation of this funding has resulted in: An increased opportunity to attend professional learning. Staff have been able to be released from class for additional RFF to attend professional learning. This year's focus was mathematics: teachers were able to analyse data, improve teaching and learning programs, complete professional learning, explicit teaching in the classroom resulting in improvement of teacher knowledge, leading to student growth and achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: The professional learning opportunities will be focused on Literacy in 2022. Teachers will analyse data, improve teaching and learning programs, complete professional learning and understand effective feedback processes.</p>
<p>Literacy and numeracy</p> <p>\$2,072.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Walbundrie Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Knowledge and Programming <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy

<p>Literacy and numeracy</p> <p>\$2,072.00</p>	<ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in professional learning <p>The allocation of this funding has resulted in: Teaching staff being released from the classroom to engage in reflections about their programs and how they bring the syllabus into them. The teaching and learning programs have improved over the year and has enabled the school to have consistency across the both classrooms. The staff also felt that it improved their teaching as it was based on the Gradual Release of Responsibility Model and included the language component of Mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, teachers will shift their focus to the literacy programs next year. There will need to be time to allocate to learning about what a good program looks like in Literacy and Numeracy and to make sure that there is a clear understanding of programming requirements and how best to do it in the most efficient time.</p>
<p>QTSS release</p> <p>\$3,924.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Walbundrie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data used to inform teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher will analyse internal and external data including student observations, writing moderation, PLAN2, PAT, Essential Assessment and NAPLAN to monitor student progress and growth. <p>The allocation of this funding has resulted in: The Principal taking on the role of data analyst and sharing the information with teachers in staff meetings. Upon analysis of data throughout the year, we could ascertain future learning goals for students as well as for the whole school. Growth and value added data has been monitored throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Data analysis to be completed by teachers, to be able to use that data to inform future teaching points.</p>
<p>COVID ILSP</p> <p>\$22,400.00</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"> • Explicit Teaching • 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 • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: Selected students have been working in learning groups with the COVID</p>

<p>COVID ILSP</p> <p>\$22,400.00</p>	<p>intensive teacher in common focus areas of literacy and numeracy, based on school data. Data across areas were tracked in PLAN 2 and improvements have occurred across numerous learning areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, the COVID Intensive Learning Support Funding is set to continue. This means that we can further split the school into Literacy and Numeracy groups, so that teachers are able to work in small groups to meet students learning needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	14	14	15
Girls	7	8	7	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.3	97.2		94.5
1	96.8	93.8	98.6	
2	96	94.8	97.9	89.2
3	99.5	95.7	98.4	89.7
4	98.8	97.9	96.2	95.7
5	98.6	95.1	94.7	94.4
6	100	100	91.8	93.9
All Years	97.5	96	96.1	93.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		92.8
1	93.4	92.7	91.7	
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	91.9	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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.72
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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.

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	129,390
Revenue	656,328
Appropriation	646,695
Sale of Goods and Services	1,320
Grants and contributions	7,860
Investment income	53
Other revenue	400
Expenses	-637,863
Employee related	-492,849
Operating expenses	-145,013
Surplus / deficit for the year	18,466
Closing Balance	147,856

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	29,107
Equity Total	25,251
Equity - Aboriginal	0
Equity - Socio-economic	11,212
Equity - Language	0
Equity - Disability	14,039
Base Total	484,987
Base - Per Capita	5,177
Base - Location	20,438
Base - Other	459,373
Other Total	32,380
Grand Total	571,725

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Staff:

Staff feedback indicates that we have a welcoming and respectful school environment that is very inclusive, professional and have high standards for all students. They understand that we are nurturing young adults and we show friendliness and care to all who come to the school.

Students:

The students participated in the Tell them from Me Survey, where they indicated that 100% of students:

- Participation in school sports and clubs
- Have positive relationships
- Value schooling outcomes
- Have positive school behaviour
- Showed Effort
- Have quality instruction

The student survey also indicated that Walbundrie Public School was above the NSW Govt Norm in all other areas including:

- Positive sense of belonging
- Have students that are interested and motivated
- Positive teacher-student relations
- Positive learning climate
- Expectations for success

These results would indicate that Walbundrie Public School has a positive learning culture, focused on learning and high expectations for all, yet we are caring and supportive of all students.

Parents and Community:

From the parent satisfaction survey, there were some key findings:

- Parents find it easy to contact the school to discuss concerns relating to their child - All respondents Strongly Agree
- The school teaches and promotes positive core values - All respondents Strongly Agree
- Teachers provide effective extra support to students who need it - Most respondents Strongly Agree
- The school maintains a focus on literacy and numeracy - All respondents Strongly Agree



This is from our community feedback - words to describe our school.

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.