

# 2021 Annual Report

## Wallabadah Public School



3345

# Introduction

The Annual Report for 2021 is provided to the community of Wallabadah 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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Wallabadah Public School

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## School vision

At Wallabadah Public School our vision is to provide a caring and stimulating learning environment with a focus on high expectations and inclusivity for the children in our care. We value individual difference, confidence, respect, integrity and teamwork. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self directed and happy. We believe that every student should be challenged, and given opportunities to thrive.

## School context

Wallabadah Public School is a TP2 school with a student population of 26. It is located just off the New England Highway, 50kms South of Tamworth and 20kms East of Quirindi. The school prides itself as a caring community-based K-6 school, where students, teachers and parents have nurtured an atmosphere of cooperation, encouragement and pride. This atmosphere enables each child to achieve their best and successfully meet the school motto, "Excellence in Learning".

The school culture is that of inclusivity, belonging and connectedness with 20% of students identifying as Aboriginal or Torres Strait Islander. Wallabadah Public School has a highly active Parents and Citizens group. They work collaboratively with staff to ensure they support the cultural, academic and sporting opportunities for our students. Through consultative practices, the community support the implementation of the 'Strategic Improvement Plan' and 'Situational Analysis' as an authentic practice and reflection of the school.

The school is organised into mainstream classes (K-2 and 3-6). Classes (3-6) are split for Literacy and Numeracy programs four days a week. This ensures the explicit implementation of individual student learning programs are met. Educational platforms are used to increase students' knowledge with improved technology.

Through our situational analysis we have identified a need for further data literacy. Future professional learning will occur around gathering, interpreting and analysing data to drive student improvements and teacher delivery. There will be a strong focus on the implementation of the 'High Impact Professional Learning Policy' that will upskill and build the capacity of all staff to aid in the delivery of stage appropriate learning. Professional Learning around the Disability Strategy will improve outcomes and ensure a strong differentiated curriculum is delivered to support students with additional needs.

Work will take place on developing quality summative and formative assessment tasks across the whole school setting. Data collection practices and sharing of data will be a focus throughout the 'Strategic Improvement Plan' to ensure greater consistency of judgement for individual student growth. Where growth is not evident with a student, referral to the Learning and Support Teacher or COVID Intensive Support Program (2021) commences. Pre and post assessments will determine student growth, development and impact support structures. External agencies and school services will also assist in assessment practices, data collection and analysis.

Wallabadah Public School will begin a journey 'Community of Practice' in 2021, with a strategic focus on building leadership capacity to implement improvements in the school setting. Working collaboratively with a facilitator and surrounding Small Schools will ensure educational practices are utilised and collective efficacy is achieved.

Quality Teaching Rounds' will be put into practice, ensuring teaching practices are both addressing the Australian Teaching Standards and the Quality Teaching Framework. Staff will build their knowledge in the importance of Quality Teaching and the need for self-reflective practices.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the appropriate curriculum implementation for each and every student.

### 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.

- Data skills and Use
- Literacy and Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$3,150.00

**Professional learning:** \$3,388.36

**School support allocation (principal support):** \$13,604.80

**Socio-economic background:** \$34,561.80

**:** \$4,111.64

**QTSS release:** \$5,269.55

**Location:** \$10,717.60

**Integration funding support:** \$25,799.00

**Aboriginal background:** \$21,498.00

**Low level adjustment for disability:** \$11,211.80

### Summary of progress

In 2021, there was a strong focus on catering for student need. Using Integration funding, two SLSO's were employed to support and meet the diverse needs of identified students. Aboriginal funding and socio-economic funding were used as our smaller classes initiatives. This initiative allowed us to employ a teacher to cater for stronger differentiation in the classroom, introduction and implementation of personalised programs and provide opportunities for growth and development.

Professional learning funds were utilised to introduce and implement teaching sprints into the classroom. Embedding this practice will take place in 2022.

### 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
<b>System Negotiated Targets</b> <ul style="list-style-type: none"><li>• Students move from the base line towards the lower bound system negotiated targets in reading.</li></ul>	Data indicates 57% of students are in the top two bands for reading which is an increase from our baseline data.
<ul style="list-style-type: none"><li>• Students are at or above the base line towards the lower bounds of the system negotiated targets in numeracy.</li></ul>	43% of our students are in the top two bands for numeracy, indicating an increase from our baseline data.
<ul style="list-style-type: none"><li>• All students in years three and five show improvement towards our lower bound system negotiated target growth in Reading.</li></ul>	Data indicates 57% of students are in the top two bands for reading which is an increase from our baseline data.
<ul style="list-style-type: none"><li>• All students in years three and five show improvement towards our lower bound system negotiated target growth</li></ul>	43% of our students are in the top two bands for numeracy, indicating an increase from our baseline data.

<p>in Numeracy .</p>	
<ul style="list-style-type: none"> <li>• Value-Add is moving from the lower bound of delivering to the upper bound of delivering for K-3, 3-5 and 5-7</li> </ul>	<p>Value Add Data is not available for 2021 due to the changes in Best Start Assessment for Kindergarten in 2018 for K-3 students.</p> <p>Value Add Data for 3-5 and 5-7 continued to move to the upper bound of delivering.</p>

## Strategic Direction 2: Connect, engage, succeed

### Purpose

To ensure that our students are able to connect, engage and succeed there will be a planned approach to embedding strong connections, whole school wellbeing and high levels of learning and engagement.

### 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.

- Student Attendance and Engagement
- Wellbeing

### Resources allocated to this strategic direction

Low level adjustment for disability: \$5,773.72

### Summary of progress

In 2021 all staff engaged in processes around our school's wellbeing practices. As a result of collegial conversations, targeted plans were put in place to address the needs of all students. Two members of staff engaged in high impact professional learning around trauma to better inform their classroom practices. This was a highly beneficial process and enabled staff to focus on identified students with confidence.

Attendance rates improved throughout 2021 with overall attendance at 91.2%. Targeted programs for specific students were beneficial in improving school attendance.

Our External Validation has identified the need for enhance practices in the area of attendance. This will form a component of our new school plan for 2022.

### 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
• All students show improvement towards our lower bound system negotiated target of 70%for attendance.	Our overall 2021 student attendance rate sat at 91.2%. 65.6% of students had attendance above 90%, whilst 18.8% were between 85-90% with the final 15.6% of Wallabadah students with attendance rates below 85%.  Attendance measures were put into place especially with targeted students and this saw an improvement in attendance as the year progressed.
• Tell Them From Me Wellbeing data: 70 % of students reaching expectations of success, advocacy and sense of belonging.	Tell Them from Me Wellbeing data was not gathered during 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$25,799.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wallabadah 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>• Literacy and Numeracy</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>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The funded students have been catered for in the entirety of the school setting. Both funded students are given the opportunity to access a personalised learning program to meet their academic needs as well as a care program to meet their physical needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>An Integration Funding review will take place, with the aim of further IFS support to meet the needs of our Infants student. For one student 2022 will see them complete Primary School and therefore their Integration Support will cease.</p>
<p>Socio-economic background</p> <p>\$34,561.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wallabadah 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>• Literacy and Numeracy</li> <li>• Data skills and Use</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>• additional staffing to implement Literacy based program Multilit to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities- School funded activities allowed for senior students to access extra curricular activities such as The Young Leaders Conference.</li> <li>• professional development of staff through Multilit to support student learning.</li> <li>• employment of additional staff to support early intervention program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved results across both NAPLAN and check in assessment data.</p> <p>NAPLAN</p> <p>Year 3 Reading above SSSG</p> <p>Year 3 Numeracy above both State and SSSG</p> <p>Year 5 Reading well above both State and SSSG</p> <p>Year 5 Numeracy well above both State and SSSG</p> <p>Check in Assessment data</p> <p>2021- Term 4</p>

<p>Socio-economic background</p> <p>\$34,561.80</p>	<p>Year 3 Numeracy above both State and SSSG  Year 3 Reading below both State and SSSG  Year 4 Numeracy and Reading well above State and SSSG  Year 5 Numeracy and Reading well above State and SSSG  Year 6 Numeracy and Reading above State and SSSG</p> <p>PDP- Staff were fully supported to implement their PDP and achieve set goals. Regular mentoring sessions were positive and built capacity of teaching staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to review student data in relation to class sizes and staffing.  To support PDP and DoE process and practices to ensure that teacher capacity continues to develop and teachers are aware of and can implement research based practices.</p>
<p>Aboriginal background</p> <p>\$21,498.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wallabadah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All students engaged and receiving high impact, explicit, quality teaching. Plot to plate program highly successful with our Aboriginal students embracing the bush garden and cooking.  All identified Indigenous students had successful PLP's written. This has ensured that continuous reflection has taken place.  NAPLAN 2021  Year 5 Aboriginal students performed well above State and SSSG in both Numeracy and Reading  Year 3 Aboriginal students performed well above State and SSSG in both Numeracy and Reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Analyse Aboriginal student data across NAPLAN and Check in Assessment to ensure students are achieving at a high standard.  To continue to develop whole school systems to ensure authentic practices and teaching around culture and PLP goals.  Engage staff in targeted professional learning with a focus on implementation of culture into practice and to build on staff knowledge and confidence to engage in Aboriginal education.</p>
<p>Low level adjustment for disability</p> <p>\$16,985.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Wallabadah 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>

<p>Low level adjustment for disability</p> <p>\$16,985.52</p>	<ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Student Attendance and Engagement</li> <li>• Wellbeing</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Multilit* program to increase learning outcomes</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> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A small group of targeted students supported with strong intervention from SLSO and classroom teacher to participate in the Multilit program and to implement the NSW Effective Reading Centre Program.</p> <p>Class sizes have been reduced ensuring targeted learning for stage 2 and 3 students.</p> <p>Attendance Program has seen an increase in student attendance</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Our priority is to continue to work with identified students to build their reading skills with the Multilit program. Data on student progress will be closely analysed to ensure that targets and individual goals are being met by all students. A review of whole class data at the conclusion of 2021 will determine if the smaller class sizes have been successful. Moving into 2022, the K/1/2 class will be downsized as projected due to a large increase of numbers in the Infants Classroom. Teachers will shift roles to enable explicit Stage One and Early Stage One teaching and learning. Our school will continue with the highly successful attendance program. Students will work towards an 'Attendance Award' (as introduced in 2020)throughout the year.</p>
<p>Location</p> <p>\$10,717.60</p>	<p>The location funding allocation is provided to Wallabadah Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Targeted student outcomes. Explicit teaching and learning has enabled students to work at individualised levels. Formative and summative assessment data has demonstrated that student academic results have risen with all Stage Two students above both the State and SSSG schools in Reading and Numeracy in NAPLAN and Check in Assessment data. Funds have ensured that children have exposure to and the opportunity for cultural incursions as well as sporting, academic and cultural excursions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support students and families ensuring that the tyranny of distance does not play a part in their educational journey.</p>
<p>Literacy and numeracy</p> <p>\$3,150.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wallabadah Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$3,150.00</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>• Data skills and Use</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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Year 5 NAPLAN Reading is above both state and SSSG.  Year 5 NAPLAN Numeracy is well above both state and SSSG  Year 3 NAPLAN Reading is above state and SSSG  Year 4 NAPLAN Numeracy is well above state and SSSG</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Teacher release for teaching team to develop school processes using data to inform teaching practice with a focus on writing and developing effective writing practices.</p>
<p>QTSS release</p> <p>\$5,269.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wallabadah 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>• Data skills and Use</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 teaching staff to implement quality teaching initiatives</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Above establishment staffing employed to reduce class sizes and allow stronger differentiation with lessons and learning.  Classroom observations showing teachers are operating at a high level and data indicates that student learning is strong. Professional standards are observed and discussed, teachers are always willing to change, adapt and learn from others, and the professional learning culture is strong.  Professional learning opportunities were provided to staff to build their own individual and collective capacity.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The employment of casual staff to come into the school to enable teachers to meet for further deep professional learning with a focus on literacy specifically writing and numeracy. The introduction of an Assistant Principal Curriculum and Instruction one day a week in 2022 will further support staff to develop their capacity.</p>
<p>COVID ILSP</p> <p>\$51,132.62</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><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</b></p>

COVID ILSP

\$51,132.62

**funding include:**

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

**The allocation of this funding has resulted in:**

Identified students who received COVID ILSP have been supported by extra explicit instruction twice a week. The allocation of these funds has resulted in a highly qualified teacher employed 8 hours per week to deliver small group instruction

. The result of this has seen the stage 2 and stage 3 data from Check in Assessment and NAPLAN improved.

Year 3 and 5 check in assessment and NAPLAN data results for Reading above both state and SSSG.

Year 3 and 5 check in assessment and NAPLAN data results for Numeracy above both state and SSSG.

**After evaluation, the next steps to support our students with this funding will be:**

With the continuation of the COVID ILSP for schools in 2022, we will continue to employ a teacher to deliver small group tuition for identified students. .

The COVID timetable will be modified for the Early Stage One and Stage One class in 2022 to ensure that direct support is given to all identified students to meet their learning needs within the classroom setting.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	14	18	10	12
Girls	14	12	15	12

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	89	97.5	83.5	93.7
1	90.9	90.2	80.3	87.9
2	95.1	86.8	84.7	90.3
3	96.1	93.1	91	89.8
4	98.9	89.5	88.5	89.6
5	95	95.7	90.5	94.5
6	93.8	93.8	95.4	92.7
All Years	93.8	92.1	89	91.7
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

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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
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	101,487
<b>Revenue</b>	672,426
Appropriation	660,779
Sale of Goods and Services	466
Grants and contributions	11,072
Investment income	108
<b>Expenses</b>	-680,176
Employee related	-618,689
Operating expenses	-61,487
<b>Surplus / deficit for the year</b>	-7,751
<b>Closing Balance</b>	93,736

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	34,727
<b>Equity Total</b>	72,299
Equity - Aboriginal	20,741
Equity - Socio-economic	34,573
Equity - Language	0
Equity - Disability	16,986
<b>Base Total</b>	503,955
Base - Per Capita	6,163
Base - Location	10,718
Base - Other	487,075
<b>Other Total</b>	19,323
<b>Grand Total</b>	630,304

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Wallabadah Public School was once again impacted by unprecedented and challenging events throughout 2021. These events led to a global uncertainty, however Wallabadah students, staff and school community are resilient and had a strong academic year.

This year a mixture of informal responses and parent surveys gathered the thoughts and feelings of the school community.

The results were as follows:

Families acknowledge the effort of staff to provide a fast response to school lock downs, with 90% surveyed believing the school was well prepared and ready to implement remote learning.

Families support the school remote learning model of both online and paper/workbook for student learning. 100% were happy with the learning model.

Communication was considered strong with 75% believing that the mixed communication methods of email, letter and Skoolbag App were appropriate and kept them well informed.

The weekly staff on site and working remotely timetable along with the zoom timetable were appreciated by all parents and regular phone calls ensured that parent satisfaction regarding communication was high.

The impact of COVID restrictions was a challenge for all families and 85% believed that they had missed out on key events, moments and celebrations due to the restrictions. 100% of parents surveyed were excited to return to 'normal' at the end of the year. as further restrictions eased.

No Tell Them From me Data was collected in 2021., however general discussions were had with students with the following results:

All students indicated they enjoyed coming to school.

All students indicated that they felt safe when they were at school.

Most students felt they had someone they could trust at school.

Most students felt they had one or more special friends that they could engage with.

All students said they felt like they tried their best whilst at school.

# 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.