

2021 Annual Report

Wamoon Public School



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Introduction

The Annual Report for 2021 is provided to the community of Wamoon 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

Wamoon Public School

Oxley Road

Wamoon, 2705

www.wamoon-p.schools.nsw.edu.au

wamoon-p.school@det.nsw.edu.au

6955 9492

School vision

At Wamoon Public School we ensure all students can achieve in a supportive environment underpinned by high expectations, effective classroom practice and authentic community partnerships.

School context

Wamoon Public School, with a current enrolment of 34 students, including 14 Aboriginal students, is a rural school located in the Riverina, 8 kilometres from the Leeton township on Wiradjuri land. Our school enrolment has remained stable over the past 5 years. We are an Early Action for Success School (EAfS) with additional funding to ensure every student has the support required to succeed at school.

Our staff consists of a mixture of experienced and early career teachers. The Principal was permanently appointed in the last 3 years with the remaining permanent teaching position being filled recently. We use financial resources to fund the employment of an additional classroom teacher to maintain smaller class sizes and provide additional learning support. School Learning Support Officers support or contribute to learning support programs including phonics, one on one writing support and Kindergarten transition. As an EAfS school, we receive support from an Instructional Leader who provides professional learning to ensure continuous improvement in teaching practice. We are part of the National School Chaplaincy Program which supports student wellbeing programs.

Through our situational analysis, we have identified the need to continue to embed high quality, evidence based teaching practices with a focus on explicit teaching strategies. Staff will increase their effectiveness to differentiate curriculum and assessment to individual learners. We identified that we need to strengthen our processes of utilising student data before, during and after teaching to embed whole-school monitoring as an expectation. We will build on existing frameworks to highlight collaborative practice as a vital process to achieve continuous improvement of teacher quality.

We continue to focus on student wellbeing with strides being made in recent years to improve practices. Positive wellbeing programs include our breakfast program, targeted resilience coaching and kitchen garden initiative. We value the opinions of our community and students, and use both Tell Them From Me snapshots as a reflective tool to question what we do well and how we can do it better.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in Reading and Numeracy, staff with effective classroom practice, informed by student data, will implement explicit teaching strategies to prepare students to function in everyday life.

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.

- Effective Classroom Practice
- Data Skills and Use in Reading and Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$11,218.80

Socio-economic background: \$63,569.60

Aboriginal background: \$32,183.00

Professional learning: \$4,200.00

Literacy and numeracy: \$3,200.00

QTSS release: \$3,300.00

Summary of progress

Our focus in 2021 was on the use of evidence-based teaching practices to improve student performance in phonics and phonological awareness. We focused on engaging in Effective Reading training to increase staff capacity to implement quality teaching strategies to cater for all student needs. Staff were supported through regular interaction with our Instructional Leader to use student data to plan lessons, reflect on teaching practice and acquire resources.

We used existing data to identify areas of concern. We utilised the Phonological Awareness Diagnostic Tool and Phonics Screening Assessment to capture baseline data and to compare student growth. Instructional Leader conference sessions were used to unpack and implement new approaches to teaching phonics and phonological awareness including embedding the Hegarty's program.

We implemented a learning sprint program which targeted areas of the K-10 Literacy Progressions, specifically Phonics and Phonological Awareness. This process enabled teachers, the Instructional Leader and Principal, the opportunity to collaborate to implement a data driven sequence of lessons which included opportunities for formative assessment and data entry. As a result, we have created a stronger picture of where our students are and where to next.

We have used lesson observations to reflect on how we are embedding newly acquired evidence-based practice into our Literacy session. Staff have reflected on the effectiveness of their teaching and made adjustments.

Our collection of student data has indicated improvement in student results across K-3 as well as students receiving differentiated instruction in Years 4-6.

In 2022, there will be a consistency across school in literacy sessions which will utilise effective individual learning plans targeting specific areas for student learning needs. Continuing our work with Phonics and Phonological awareness we will implement a school scope and sequence which will encompass effective evidence-based teaching methods ensuring these are reflected in collaboratively designed teaching programs.

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
% of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 2% in Numeracy.	• Wamoon Public School students contributed to the network small schools target of 29% of network students achieving in the top two bands for reading. Individual student results are reported directly to parents and carers.

<p>% of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 2% in Reading.</p>	<ul style="list-style-type: none"> • Wamoon Public School students contributed to the network small schools target of 25% of network students achieving in the top two bands for numeracy. Individual student results are reported directly to parents and carers.
<p>K-3 NAPLAN Value Add is at Delivering. 3-5 NAPLAN Value Add is Delivering.</p>	<ul style="list-style-type: none"> • Our K-2 value add for 2021 has seen a slight uplift but remains at delivering due to changes in the practices over the past few years. As we work through our initiatives we are working towards a sustaining and growing value add. • Our years 3-5 value add for 2021 has seen an uplift and is now at sustaining and growing.

Strategic Direction 2: Continuous Improvement

Purpose

To ensure every student, teacher and leader continuously improves, teachers will participate in targeted professional learning underpinned by collaboration, feedback and reflection.

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.

- Instructional Leadership

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$29,379.60

Low level adjustment for disability: \$4,795.69

QTSS release: \$2,400.00

Summary of progress

Instructional Leadership has been a strong focus throughout the year within this initiative. The leadership team aimed to build upon existing learning and support processes in the school to direct resources towards students requiring additional support. The work of the school Instructional Leader alongside a newly appointed Learning and Support teacher focused on identifying and reflecting on current practices, areas of enhancement and providing staff the opportunity to work within a supportive coaching environment to enhance best practice.

Within the framework of this initiative we have collected student data to help provide professional learning on tiered interventions and targeted differentiation. Realignment of timetables ensured all student needs were catered for enabling one to one or small group support where needed.

As a result of these enhancements the learning and support processes have been improved and school resources are effectively utilised to support the needs of individuals and small groups. Staff have developed their coaching conversations which has also provided opportunities to develop planning for continuous improvement of student learning outcomes.

In 2022 we will improve the way we plan to meet individual learning needs. Planning will be based on holistic information, gathered in consultation with parents. All staff will be aware of the support needed for each child through differentiated teaching and learning programs, ensuring students are challenged to make measurable learning gains.

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
There will be an uplift in the number of students achieving expected growth in NAPLAN Reading and Numeracy.	<ul style="list-style-type: none">• Due to the size of the cohort detailed reporting against this progress measure is not available. Individual student progress is reported directly to parents and carers throughout the year.
There will be an uplift in the number of students achieving individual learning goals in Reading, Numeracy, Attendance and Wellbeing.	<ul style="list-style-type: none">• 100% of students achieved individualised reading and numeracy targets evidenced in Individual Learning Plans• There has been some decrease in students attendance and wellbeing which has hindered their goal target completion.

Strategic Direction 3: Student Wellbeing

Purpose

In order to support student wellbeing and engagement we are focused on implementing evidence based processes and practices which maximise our students' social, emotional and behavioral 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.

- Learning Culture & Wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$550.00

Socio-economic background: \$18,000.00

Location: \$5,000.00

6101-Unassigned Carry Forward: \$8,000.00

Summary of progress

Our focus in 2021 was to embed a whole-school approach to student wellbeing and engagement which fosters positive interactions between students, staff and families. We focused on enhancing current attendance monitoring practices to increase the proportion of students attending greater than 90% of the time by 9%. We utilised attendance matters resources and increased our skills in interpreting data to progress towards this goal.

We implemented a 5 week attendance period where all students were monitored and placed into tiers of attendance. Every 5 weeks student attendance was analysed to identify student attendance patterns. This information was distributed to all staff by email, included in student individual learning plans and discussed at staff meetings. All teaching staff completed SCOUT training to view attendance statistics. Actions taken for students with attendance below 90% included parent contact and student interviews. Additional administrative time was invested in running fortnightly attendance reports, highlighting unexplained absences.

We introduced attendance rewards to celebrate positive attendance for students with an attendance rate greater than 90% across a 5 week period. This expanded to students who demonstrated improved attendance during the subsequent period. The introduction of this initiative coincided with the featuring of a regular page in our newsletter encouraging regular school attendance.

These strategies saw substantial improvement of students attending more than 90% of the time from 44% of students in 2020, to 64% of students in 2021.

In 2022 we will continue to focus on attendance and build the learning culture of our school whilst developing high expectations and a continuity of learning for 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 proportion of students attending greater than 90% of the time by 6%	• The number of students attending less than 90% of the time or more has decreased over the past two years.
All Aboriginal students will have a Personalised Learning Plan which is collaboratively designed by the school and families. There will be an uplift in the number of students achieving their individual learning goals in Reading, Numeracy, Attendance and Wellbeing.	• All Aboriginal students have Personalised Learning Plan working towards their personal goals.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$86,569.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wamoon 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"> • Effective Classroom Practice • Learning Culture & Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement learning and support programs to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Additional focus on Kindergarten phonics and writing through targeted intervention. - Provision of specialist programs for individual students. - All students accessed educational programs without financial burden. - NAPLAN Expected Growth achieved in some areas. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to create an additional teaching position to support students and focus on upskilling non-teaching staff to improve their effectiveness in implementation of specialist programs.</p>
<p>Aboriginal background</p> <p>\$32,183.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wamoon 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"> • Effective Classroom Practice <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Additional SLSO support in both classrooms to support Aboriginal students. - Employment of early childhood educator to facilitate two half day sessions per week of a school readiness program. - Release for teachers to interview parents as part of the Personalised Learning Pathway process. <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$32,183.00</p>	<p>funding will be: allocated to host community engagement events. Additionally Personalised Learning Pathways will be developed with a view to increasing cultural understanding into teaching and learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$16,014.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Wamoon 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"> • Effective Classroom Practice • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Employment of third classroom teacher to act as a Learning & Support Teacher and Intervention teacher - Coordinating a targeted phonics intervention program for identified students in K/1 - Increased assessments for students with Individual Learning Plans. - Teacher release to collaborate with staff and implement programs. <p>After evaluation, the next steps to support our students with this funding will be: to enhance our learning and support processes through utilisation of the Assistant Principal Curriculum & Instruction.</p>
<p>Location</p> <p>\$8,200.00</p>	<p>The location funding allocation is provided to Wamoon 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"> • Learning Culture & Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Purchasing resources needed to coordinate school chaplaincy programs. All students participate in these programs. - Running the School Chaplaincy "Your Dream" SPARC (Social skills, Purpose, Awareness, Resilience and Confidence) resilience programs for students in Stage 3. - All students participating in various excursions either free of cost or subsidised including Learn to Swim programs. <p>After evaluation, the next steps to support our students with this funding will be: looking at ways we can use technology to engage in more virtual excursion opportunities.</p>
<p>Literacy and numeracy</p> <p>\$3,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wamoon Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$3,500.00</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"> • Effective Classroom Practice • Other funded activities <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Comprehensive suite of decodable texts to supplement DoE provided texts - Home Reading program resources enhanced - All K-2 staff trained in Phonological Awareness program - 100% of students in K-2 achieved growth in Phonological Awareness sub-element of the K-10 Literacy Progressions. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>the implementation of InitialLit. Non-teaching staff in the K-2 department will use their training to provide individualised support.</p>
<p>Early Action for Success (EaFS)</p> <p>\$29,379.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Wamoon Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Data driven conversations between teachers and the Instructional Leader - Facilitation of Literacy and Numeracy Professional Learning - Increase in data literacy by all staff - Coaching of staff to reflect on teaching practice <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>based on a new model of support being introduced in 2022. The school will no longer receive these funds from the beginning of 2022.</p>
<p>QTSS release</p> <p>\$5,700.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wamoon 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 Skills and Use in Reading and Numeracy • Instructional Leadership <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 <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$5,700.00</p>	<p>- Strong focus on Instructional Leadership practices included embedded coaching sessions each week for K-2 staff.</p> <p>- Collaborative leadership opportunities between the Instructional Leader and the Principal.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue use funds to focus on collaboration between with the APCI and teachers. A focus on data driven conversations will be crucial to achieving improvement in our Assessment practices.</p>
<p>COVID ILSP</p> <p>\$30,483.27</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 • providing intensive small group tuition for identified students who were just below Literacy and Numeracy expected outcomes • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in:</p> <p>- All students achieving progress towards Individual Learning Plan targets</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to support vulnerable students who have been affected by periods of school closure. Our COVID ILSP staff member will collaborate with executive staff to access training to enhance their use of effective small group strategies. We will use student data to allocate support to specific students on a case by case basis.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	16	20	16	21
Girls	14	15	14	16

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.8	84.4	89.7	91.1
1	77.7	88.7	80.1	97.9
2	89.7	86.7	89.2	87.9
3	95.6	91.7	82.2	95.3
4	95.1	91.1	88.3	81.3
5	98.6	82.6	83.9	93.8
6	87.4	96.1	76.6	87.4
All Years	90.8	89.3	84.5	89.9
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	135,146
Revenue	861,489
Appropriation	858,292
Sale of Goods and Services	768
Grants and contributions	2,312
Investment income	117
Expenses	-833,618
Employee related	-732,121
Operating expenses	-101,496
Surplus / deficit for the year	27,871
Closing Balance	163,017

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	0
Equity Total	135,253
Equity - Aboriginal	32,133
Equity - Socio-economic	87,113
Equity - Language	0
Equity - Disability	16,007
Base Total	509,316
Base - Per Capita	7,396
Base - Location	9,401
Base - Other	492,519
Other Total	161,410
Grand Total	805,979

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.

Parent/caregiver, student, teacher satisfaction

At Wamoon Public School we value the feedback provided by all stakeholders. In 2021, we had the opportunity receive feedback the TTFM Snapshot 2 Parent Surveys.

Key findings include:

- I feel welcome when I enter the school (9.3/10)
- I can speak easily with my child's teachers (9.2/10)
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately (9.0/10)
- 72% of parents indicated they have talked with their child's more than three times about their child's learning and behaviour.

An overall score of 9.0 in the area of Positive Behaviour for Learning.

Areas to investigate include:

- A low score (5.7/10) for parents who speak to their children about the importance of schoolwork
- A lower score than we would have liked (7.9) for teachers expect my children to work hard at school.

We experience a high level of parent involvement at community events as well as regular volunteers who work within our school. Our breakfast program is run solely by parents. Students attended several external events this year including annual commemorations including ANZAC and Remembrance Day.

Students responded positively in feedback about school climate. 71% of students say they feel a sense of belonging at Wamoon Public School. 79% report they have friends at school that they know they can trust. In looking at schooling outcomes 93% of students said they believe schooling is useful and will have a bearing on their future. This was also supported the large majority of students feeling that their teachers set clear goals and that class time was spent effectively. The school mean for students who felt they have positive relationships with teachers was 8.3 and a mean of 7.5 for students who felt school is a positive place. An majority of students, 85% feel pride in their school.

The school has a low turnover of staff and a small and congenial staff community.

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.