

2021 Annual Report

Wangi Wangi Public School



Wangi Wangi
PUBLIC SCHOOL

3373

Introduction

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

Wangi Wangi Public School aspires to achieve educational excellence where all students experience academic, social and emotional growth through innovative evidence-based teaching and learning practices.

School context

Wangi Wangi Public School is situated on Awabakal land on the western shores of Lake Macquarie and has a current enrolment of 152 students with six classes. Wangi Wangi Public School services a wide variety of students and community members from a mixed socio-economic background with a Family Occupation and Education Index (FOEI) of 113.

Wangi Wangi Public School is a proud member of the Itji-Marru Aboriginal Educational Consultative Group (AECG) and is part of the Toronto Learning Community (TLC) which it joined in 2020. Currently, 15% of our students identify as Aboriginal and Torres Strait Islander and 8% of students are from a language background other than English (LBOTE).

The school community has high aspirations for student wellbeing, literacy and numeracy and participation in extra curricular activities such as sport and the performing arts. In 2019 and 2020, the school underwent a significant new building project with three new school buildings comprising three classrooms (innovative learning spaces), administration building and a communal hall. This upgrade to existing school infrastructure has led to significant changes in school operations, school resourcing and learning environments.

Wangi Wangi Public School has an engaged and active Parents and Citizens Association. The Wangi Wangi P & C are committed to supporting the school through fundraising and school community events.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Student growth and attainment - reading and numeracy
2. Wellbeing

Key focus areas of this school plan include formative assessment, student growth in reading and numeracy, explicit teaching, instructional leadership, behaviour and a planned approach to wellbeing. It is important to note that this builds upon the work undertaken in the previous school planning cycle around high expectations and high value add inclusive of rich data analysis to drive teaching and learning programs.

Consultation with the school community involved staff forums and focus groups, engagement with the Wangi Wangi Public School Parents and Citizens association and Itji-Marru AECG.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student learning in reading and numeracy will be maximised through effective assessment and data use practices to inform explicit and targeted teaching.

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.

- Evidence based practices
- Data skills and assessment

Resources allocated to this strategic direction

Socio-economic background: \$67,240.00

Aboriginal background: \$21,564.00

School support allocation (principal support): \$13,605.00

Literacy and numeracy: \$11,919.00

Low level adjustment for disability: \$32,152.00

QTSS release: \$24,706.00

Professional learning: \$11,935.00

6100 operational: \$2,240.00

Summary of progress

Initiative 1 - Evidence based practices

Using a model of instructional leadership K-6, significant activity has been undertaken in the whole school development and understanding of evidence-based reading and numeracy practices. Professional learning on evidence based reading and numeracy strategies have supported the establishment of five week data cycles and targeted teaching plans which is the focus of initiative 2. Professional learning delivered has included - Effective Reading; Vocabulary, Reading and Discussing Texts Daily, Teacher Think Alouds, Tasks-Tools-Talk-Trust: A pedagogy for mathematics, Using Rich and Challenging Mathematical Tasks, Learning Intentions and Success Criteria. All staff have had the opportunity to engage in the suite of DoE Literacy and Numeracy Professional Learning with an expectation of sharing with all teaching staff. Significant change of reading practice has occurred in K-2 classrooms with the establishment of a phonics scope and sequence, explicit teaching routines (warm ups) and utilisation of decodable readers to ensure students have strong foundation skills in reading and spelling. Numeracy practices K-6 have been enhanced through the use of number talks and rich and challenging tasks, as well as a focus on explicit teaching of mathematical tools and strategies students require as evidenced in ongoing assessment and K-10 mathematics syllabus outcomes.

During focus group meetings to evaluate this initiative, teachers stated more time is required to embed our literacy and numeracy signature approaches. Data collected through teacher surveys, professional discussions, focus groups and documentary evidence clearly indicate that our approaches are having a significant impact on student learning and on teacher practice. Further consolidation of our approaches in 2021 will occur in 2022 as all teachers indicated a need to embed practices before moving onto our next focus area. The quality of the professional learning was highlighted by all teachers as meeting their professional and the school's needs. The planning of professional learning and the scheduling of follow-up and consolidation sessions was highly successful to enable change of practice.

In 2022, we will adopt a considered approach to delivering professional learning, supporting teachers to embed and reflect on practices before moving onto our next initiative. We will also adapt our new K-2 phonics scope and sequence and program to a K-3 program based on student needs, evolving understanding of explicit teaching (using warm-up like structures) and significant student improvements in phonics and phonemic awareness. Our focus on vocabulary will be built upon through the planned and considered use of quality literature. We will continue to build our deep understanding of numeracy pedagogies and practices through the implementation of a new K-6 mathematics scope and sequence and teaching and learning expectations. A sustained focus on the Big Ideas in Number will be adapted to link with our identified areas for improvement - additive and multiplicative strategies. Successfully recruiting a suitably qualified APCI will ensure teachers continue to be supported.

Initiative 2 - Data skills and assessment

This initiative is closely aligned to initiative 1 as the data and assessment practices are a direct result of professional learning on evidence based practices. Professional learning delivered has included - Using the Literacy and Numeracy Progressions (with a focus on phonics, phonological awareness, comprehension, grammar, quantifying number, additive and multiplicative strategies). Significant professional learning and support has been delivered on PLAN2 software use, data literacy and targetted teaching development. Teachers have engaged with multiple reading and numeracy assessments - Best Start Kindergarten, Phonological awareness and Phonics diagnostic assessment, DoE short reading and numeracy assessments (3-6), Reading and numeracy check-in assessment, Reading fluency scale and the Interview for student reasoning.

The Learning Progressions have been utilised to support the establishment of 5 weekly data collection cycles and the implementation of Impact Meetings. These meetings have significantly benefited student learning in all classes K-6 through the co-creation of targetted teaching plans for identified aspects of reading and numeracy. Successful use of learning progressions data through PLAN2 software has enabled teachers to more closely align their teaching to individual, small group and whole class needs. The teaching plans yielded significant growth in our school identified reading and numeracy benchmarks via the Learning Progressions sub-elements listed above. Data analysis using agreed protocols, use of evidence-based strategies and engagement with DoE Reading and Numeracy Guides were key in driving the change. Due to health and safety regulations in term 3 and 4, our Impact Meetings were significantly interrupted. The timing of these meetings will also be evaluated prior to implementation in 2022.

Our assessment processes will be further enhanced through the continued use of DoE short assessments for numeracy through school created Number Sense and Algebra short assessments. Our ongoing work on reading fluency assessment will continue as will our ongoing use of DoE Phonics and Phonological awareness diagnostic assessments and short reading assessment for students who have progressed beyond decodable readers. Our whole school Mathematics, Reading and Writing assessment schedule will be adopted and will enhanced the planned continuation of impact meetings and 5 weekly data collection cycles.

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
<p>Achievement towards the 2022 top two band system-negotiated targets:</p> <ul style="list-style-type: none"> • Top two bands in reading lower bound target 44.20% (<i>uplift of 3% from baseline of 38%</i>) • Increase the number of Aboriginal and Torres Strait Islander students achieving in the top three bands of reading by 5% (from 2019 results) 	<ul style="list-style-type: none"> • 41.03% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the annual progress measure of 41% • 25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress towards the target of 43%.
<p>Achievement towards 2023 expected student growth system negotiated targets:</p> <ul style="list-style-type: none"> • Increased percentage of students achieving expected growth in NAPLAN reading by 2% from baseline of 57.80% • Increased percentage of students achieving expected growth in NAPLAN numeracy by 3% from baseline of 43.70% 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 46.15% indicating progress towards the lower bound target of 63.3% has yet to be seen • The percentage of students achieving expected growth in numeracy increased to 66.67% indicating above expected achievement of the upper bound target of 58.80%.
<p>Literacy Progression: reading</p> <p>At least 65% to 70% of students are operating within their <i>end of stage sub element levels</i></p> <p>Early Stage 1 and Stage 1: Phonological awareness & Phonic Knowledge and Word Recognition</p>	<ul style="list-style-type: none"> • Phonological awareness • 45% of Kindergarten students are achieving end of Early Stage 1 phonological awareness (PhA 4 and 5) expectations consistently. 46% of students demonstrate end of stage learning behaviours and require guided lesson to support ongoing development • 65% of Year 1 students have achieved end of Stage 1 phonological awareness expectations (PhA 5) • 88% of Year 2 students have achieved end of Stage 1 phonological awareness expectations (PhA 5).

<p>Stage 2 and 3: Understanding texts</p> <p>Indicators linked to K-10 English syllabus <i>Reading and Viewing outcomes</i></p> <p>Phonological awareness (PhA)</p> <ul style="list-style-type: none"> • Early stage 1: PhA 4 to PhA5 • Stage 1: PhA5 <p>Phonic knowledge and word recognition (PwK)</p> <ul style="list-style-type: none"> • Early stage 1: PwK 3 to PwK4 • Stage 1: PwK 6 to PwK 8 <p>Understanding texts (UnT)</p> <ul style="list-style-type: none"> • Stage 2: UnT 6 to UnT8 • Stage 3: UnT 7 to UnT9 	<p>Phonic knowledge and word recognition</p> <ul style="list-style-type: none"> • 91% of Kindergarten students achieved end of Early Stage 1 phonic knowledge and word recognition expectations (PwK 3 and 4) • 43% of Year 1 students achieved end of Stage 1 phonic knowledge and word recognition expectations. In addition, 79% of Year 1 student are on-track as assessed in the state-wide Phonics Screening Assessment (PwK 6 - 8) • 58% of Year 2 students achieved end of Stage 1 phonic knowledge and word recognition expectations. This result indicates progress towards the annual target of 65% (PwK 6 - 8). <p>Understanding Texts (comprehension, processes and vocabulary)</p> <ul style="list-style-type: none"> • 51% of Year 3 students achieved end of Stage 2 reading expectations. The data indicates that Year 3 students are on track for the end of Stage 2 goal of 65% • 40% of Year 4 students achieved end of Stage 2 reading expectations • 25% of Year 5 students achieved end of Stage 3 reading expectations. 36% of Year 5 students demonstrated end of stage reading behaviours with scaffolds and guided lessons, indicating 61% are operating within stage 3 expectations • 40% of Year 6 students end of achieved Stage 2 reading expectations. 43% of Year 6 students demonstrated end of stage reading behaviours with scaffolds and guided lessons, indicating 83% are operating within stage 3 expectations.
<p>Numeracy progression: number sense and algebra</p> <p>At least 65% to 70% of students are operating within their <i>end of stage sub element levels</i></p> <p>Early Stage 1 and Stage 1: Additive strategies and Quantifying Numbers</p> <p>Stage 2 and 3: Additive strategies and Multiplicative strategies</p> <p>Indicators linked to K-10 Mathematics syllabus <i>Number and Algebra outcomes</i></p> <p>Quantifying numbers (QuN)</p> <ul style="list-style-type: none"> • Early Stage 1: QuN3 to QuN6 • Stage 1: QuN6 to QuN9) <p>Additive strategies (AdS)</p> <ul style="list-style-type: none"> • Early Stage 1: AdS1 to AdS2 • Stage 1: AdS6 to AdS7 • Stage 2: AdS7 to AdS8 • Stage 3: AdS8 <p>Multiplicative strategies (MuS)</p> <ul style="list-style-type: none"> • Stage 2: MuS4 to MuS7 • Stage 3: MuS7 	<p>Quantifying number</p> <ul style="list-style-type: none"> • 89% of Kindergarten students achieved end of Early Stage 1 quantifying number syllabus expectations (QuN 3 - 6). This is significantly above school targets • 55% of Year 1 students achieved end of Stage 1 quantifying number syllabus expectations (QuN 6 - 9). This indicates that students are on track to meet end of Stage 1 targets • 65% of Year 2 students achieved end of Stage 1 quantifying number syllabus expectations (QuN 6 - 9). The data indicates that the school target has been met. <p>Additive strategies</p> <ul style="list-style-type: none"> • 89% of Kindergarten students achieved end of Early Stage 1 additive strategies syllabus expectations (AdS 1 and 2). This is significantly above school targets. Interestingly, 50% of kindergarten students are operating well above early stage 1 benchmarks between AdS 3 - 5. • 20% of Year 1 students achieved end of Stage 1 additive strategies syllabus expectations (AdS 6 and 7). This indicates progress towards end of Stage 1 targets of 65% • 33% of Year 2 students achieved end of Stage 1 additive strategies syllabus expectations (AdS 6 and 7). This indicates below expected progress towards end of Stage 1 targets • 42% of Year 3 students achieved end of Stage 2 additive strategies syllabus expectations (AdS 7 and 8). This indicates that students are on track to meet end of Stage 2 targets • 56% of Year 4 students achieved end of Stage 2 additive strategies syllabus expectations (AdS 7 and 8). This indicates below expected progress towards end of Stage 2 targets • 35% of Year 5 students achieved end of Stage 3 additive strategies syllabus expectations (AdS 8). This indicates that students are on track to meet end of Stage 3 targets • 37% of Year 6 students achieved end of Stage 3 additive strategies syllabus expectations (AdS 8). This indicates below expected progress towards end of Stage 3 targets.

<p>Numeracy progression: number sense and algebra</p> <p>At least 65% to 70% of students are operating within their <i>end of stage sub element levels</i></p> <p>Early Stage 1 and Stage 1: Additive strategies and Quantifying Numbers</p> <p>Stage 2 and 3: Additive strategies and Multiplicative strategies</p> <p>Indicators linked to K-10 Mathematics syllabus <i>Number and Algebra outcomes</i></p> <p>Quantifying numbers (QuN)</p> <ul style="list-style-type: none"> • Early Stage 1: QuN3 to QuN6 • Stage 1: QuN6 to QuN9) <p>Additive strategies (AdS)</p> <ul style="list-style-type: none"> • Early Stage 1: AdS1 to AdS2 • Stage 1: AdS6 to AdS7 • Stage 2: AdS7 to AdS8 • Stage 3: AdS8 <p>Multiplicative strategies (MuS)</p> <ul style="list-style-type: none"> • Stage 2: MuS4 to MuS7 • Stage 3: MuS7 	<p>Multiplicative strategies</p> <ul style="list-style-type: none"> • 56% of Year 3 students achieved end of Stage 2 additive strategies syllabus expectations (MuS 4 - 7). This indicates that students are on track to meet end of Stage 2 targets • 54% of Year 4 students achieved end of Stage 2 additive strategies syllabus expectations (MuS 4 - 7). This indicates substantial progress towards meeting end of Stage 2 targets • 35% of Year 5 students achieved end of Stage 3 additive strategies syllabus expectations (MuS 7). This indicates that students are on track to meet end of Stage 3 targets • 19% of Year 6 students achieved end of Stage 6 additive strategies syllabus expectations (MuS7). This indicates below expected progress towards end of Stage 3 targets.
<p>All teachers <i>begin</i> to apply a range of assessment strategies and analyse data that informs explicit teaching.</p> <p>Sustaining and growing in the theme 'Data use in teaching' within the element <i>data skills and use</i>.</p> <p>Sustaining and growing in the theme 'Formative Assessment' in the element <i>assessment</i>.</p> <p>Sustaining and growing in the theme 'Explicit teaching' in the element <i>effective classroom practice</i>.</p>	<p>100% of teachers have begun applying a range of assessment strategies across literacy and numeracy. These include:</p> <ul style="list-style-type: none"> • DoE phonological awareness and phonics diagnostic assessment • DoE short assessments (3-6) for reading and mathematics • Check-in assessment (reading and numeracy 3-6) • Multi-dimensional fluency scale (for students beyond decodable readers) • Little learners assessment of reading (LLARs) K-2 • Interview for student reasoning - Place value • Teacher observations of student learning and work samples guided by learning behaviours described in the Literacy and Numeracy Learning Progressions <p>Assessment data has been collected in 5 weekly cycles on the learning progressions and utilised to support targeted teaching. Data is collected and analysed in PLAN2 and has proven to be accurate through standardised assessments matching teacher judgement.</p> <p>School excellence framework self-assessment</p> <ul style="list-style-type: none"> • Data skills and use in teaching: Sustaining and growing • Formative assessment: Delivering • Explicit teaching: Delivering.
<p>Achievement towards the 2022 top two band system-negotiated targets:</p> <ul style="list-style-type: none"> • Top two bands in numeracy lower bound target 31.60% (<i>uplift of 3% from baseline 24.8%</i>) • Increase the number of Aboriginal and Torres Strait Islander students achieving in the top three band in numeracy by 3% (from 2019 result) 	<p>Data indicates that 39.47% of students in top 2 bands numeracy showing significant growth from baseline data 24.77%.</p> <p>33% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the target 58%.</p>

Strategic Direction 2: Wellbeing

Purpose

Students will connect, thrive and succeed in a safe and nurturing environment where they feel a strong sense of belonging and a connection to their learning, underpinned by high expectations of positive student behaviour.

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.

- Wellbeing
- Behaviour

Resources allocated to this strategic direction

Aboriginal background: \$12,728.00

Socio-economic background: \$10,224.00

Low level adjustment for disability: \$2,800.00

Integration funding support: \$2,673.00

6100 operational: \$10,790.00

QTSS release: \$850.00

6200 commonwealth funds: \$20,280.00

Summary of progress

Initiative 1 - Wellbeing

Significant activity has been undertaken in the implementation of a school wide social-emotional skills program; Second Step. Teachers received professional learning and school-wide lessons, rewards, system and language was established. Head and Heart mindfulness program was also delivered to students K-6 and follow-up sessions were conducted by teachers. Our school chaplain also played a role in student wellbeing programs through specialist programs on resilience, getting along and dealing with grief (seasons for growth) delivered ad-hoc through-out 2021.

A scope and sequence was created to support the implementation of Second Step lessons. This was also linked with morning assembly discussions with students to ensure school-wide focus on the skill identified in the scope and sequence. The scope and sequence became challenging for 3-6 teachers as it did not match the suggested order of lessons. We have identified that we will continue monitor and enhance student engagement in lessons. Coordination and ongoing support of the program was lacking during the implementation and consolidation phase. Head and Heart mindfulness lesson were conducted in term 1, one session per week per class. Teachers reported strong engagement during the sessions but lack of time and know-how to follow up on guided meditation activities in following terms. In term 4 following the return of students to school post learning from home, a guided meditation program was developed by a teacher (with training) on video for teachers to use to support wellbeing. Several live session were conducted via Zoom. Our school chaplaincy program was interrupted due to several factors: chaplain on long period of leave in term 1 and 2, learning from home period in term 3 and 4. Systems were trialled in term 1 that did not work as the chaplain did not follow the intended program. This was re-established in term 4 and appears to be working with systems in place for teacher referrals, group programs and student self-referral. Consistent supervision and regular meetings have assisted the efficacy of the program.

Data reflected that the Second Step social-emotional skills program had little to no effect on student wellbeing during term 1 and 2. The duration of the program's implementation has to be questioned. Teachers expressed through surveys and focus-group discussions at professional learning sessions that the program is too time consuming, not suitable K-6 and not linked closely enough with NSW PDHPE syllabus outcomes. Data on the Head and Heart program also reflected concerns about the impact of mindfulness. Students, staff and the community have revealed through surveys that our school chaplaincy program is valued. The community especially noted the impact of our chaplaincy program during lockdown with multiple supports offered to vulnerable families - phone calls, home visits and grocery packs.

For 2022, wellbeing programs will be revised. The data clearly demonstrates that Second Step is not an effective program for K-6 students at Wangi Wangi PS. Other wellbeing initiatives that have surfaced through-out the year have proven more effective such as a range of extra-curricula activities - guitar group, art club, drama club, basketball competitions, touch football coaching, students supported with fair play through giant board games. More school based initiatives will be adopted in 2022. Mindfulness sessions will be abandoned in their current form. The school will investigate and consider adopting programs such as Headspace. The school chaplaincy program will continue to adapt to the changing needs of students. Close supervision and timetabling will continue in 2022.

Initiative 2 - Behaviour

Several activities have been delivered to support behaviour initiatives at WWPS. The three core rules of *Be safe, Be respectful, Be a learner* we revised with staff, relaunched with students and communicated with the community. Coinciding with this was the implementation of K-6 classroom agreements based on the three rules and students rights and responsibilities. These were co-constructed with students, and shared with the community. Our behaviour expectations were supported by professional learning sessions on support student behaviour - *Behavability* with Ian Luscombe, *What Works Best - Classroom Management* and once per term Behaviour and Wellbeing staff meeting where data was extrapolated from *sentral* and discussed as a team.

The implementation of classroom agreements was successful. Professional learning was delivered to support their establishment as well as refinement through the co-construction phase. These agreements became valuable tools for students when redirecting negative behaviours and also reinforcing positives in the classroom. The agreements also led to powerful discussions with students when referred to executive staff members for repeated incidents. Behaviour and wellbeing data collection and analysis was consistent in semester 1. Meetings were held in week 8 each term and resulted in proactive changes to systems and playground programs to support students including - gardening club, giant board games, increased SLSO support and coordinated ball games supervised by a teacher. These processes need to be revised and revisited in 2022 due to their inconsistent application in semester 2.

Classroom agreements have resulted in consistent school-wide understanding of rights and responsibilities in the classroom. These were also significantly supported through ensure teaching and learning programs met student needs and also increased student engagement. The professional learning provided greater clarity on evidence based practices and ensured a deep understanding of classroom management practices. The data collected through *sentral* indicates a significant reduction

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
Achievement towards 2022 wellbeing system-negotiated target: <ul style="list-style-type: none"> • Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school in 2021 TTFM survey by 2.5% towards the lower bound target of 86.9%. 	<ul style="list-style-type: none"> • 83.33% reported expectations for success, advocacy and sense of belonging in the 2021 Tell The From Me student survey. This is a 0.93% increase from the 2019 baseline of 82.40%.
Achievement towards 2022 attendance system-negotiated targets: <ul style="list-style-type: none"> • Increase the proportion of students attending more than 90% of the time by 1.5% towards the lower bound target of 86.1%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 11% from 2019. Due to NSW Health guidelines and Department of Education testing protocols for students, the progress on attendance targets have been significantly impacted.
Achievement towards 2024 school identified wellbeing improvement measures as reflected in annual <i>Tell Them From Me</i> student survey data: <ul style="list-style-type: none"> • Positive learning climate (TTFM) data increases from baseline of 6.8 to 7.0 (0.2 uplift) • Interest and motivation (TTFM) data increases by 3% from baseline of 66% • Sense of belonging (TTFM) data increases by 2% from baseline of 71%. 	<ul style="list-style-type: none"> • 2021 student Tell Them From Me survey data remained steady at a school mean of 6.8 • In the same survey, 81% of reported that they were interested and motivated in their learning, a 15% increase from 2020 baseline and 3% above the state norm • 72% of students reported a positive sense of belonging - a 1% increase on 2020 baseline of 71%.
Achievement towards school identified behaviour improvement measure: <ul style="list-style-type: none"> • Annual school self reflection reveals 	<ul style="list-style-type: none"> • 2021 school excellence framework self assessment of classroom management - evidence to support delivering rating • 2021 school excellence framework self assessment of behaviour -

classroom management theme at *delivering*
• Annual school self reflection reveals behaviour theme at *delivering*

evidence to support **delivering** rating.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,673.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wangi Wangi 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In class support by SLSO to assist with student engagement and achievement of learning and social/emotional/behavioural goals. • Social skills and Wellbeing support both in class and playground through tailored programs for students with identified needs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Students with Integration Funding Support (IFS) accessing the curriculum and all school activities with suitable adjustments for their academic, social, emotional and behavioural needs. IFS funding has been utilised along with other school funds to support Tier 2 learning and social programs for students. These Tier 2 programs include Multi-Lit, social skills programs, including gardening club, that have resulted in students developing core reading and social skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Determined by the projected increase in 2022 integration Funding Support. This will enable the school to engage a third SLSO to support individual student needs as well as providing ongoing K-2 literacy support in the morning session. Evaluation of the program has revealed the need for improved communication with SLSOs including establishing a working space for them for 1 on 1 programs.</p>
<p>Socio-economic background</p> <p>\$77,464.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wangi Wangi 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"> • Evidence based practices • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Instructional Leadership by assistant principal to provide shoulder to shoulder support and professional learning for literacy and numeracy • Instructional Leadership, literacy and numeracy professional learning and support by teaching principal • additional staffing to implement literacy and numeracy programs (including Multi-lit reading) to support identified students with additional needs • professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in:</p> <p>The school creating a off class instructional leader (IL) role for our Assistant</p>

<p>Socio-economic background</p> <p>\$77,464.00</p>	<p>Principal. This has resulted in the transference of evidence-based high impact strategies into the classroom with support of an expert teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The engagement of a full time Assistant Principal Curriculum and Instruction (APCI). The work commenced in 2021 will continue to be harnessed. Evaluation of the IL role has led to a revised WWPS plan for 2022 including:</p> <ul style="list-style-type: none"> - 5 weekly support in class - APCI and CT negotiated areas of focus based on assessment data - APCI gradually releasing to the teacher once support is in place <p>Professional learning will be led by the APCI and AP wellbeing and learning support in 2022. Intense cycles of professional learning will take place to ensure greater depth of understanding and implementation before moving onto the next identified learning or wellbeing area.</p>
<p>Aboriginal background</p> <p>\$34,292.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wangi Wangi 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"> • Data skills and assessment • Wellbeing • Evidence based practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • development and professional learning on evidence based reading and numeracy best practice that align with in-class instructional leadership support <p>The allocation of this funding has resulted in:</p> <p>Personalised Learning Pathways (PLPs) processes being revised and re-developed in consultation with community members. Teachers and an Assistant Principal were released for two days to work with students and families to develop PLPs. The funding has also resulted in additional personnel to develop evidence based literacy and numeracy programs in K-6 classes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To enhance students connection with Awabakal and Aboriginal culture, histories and language. The school will create opportunities for Aboriginal students to engage with cultural goals through the support of Mankillakan AECG. Cultural art works and an Awabakal language program will also be investigated. PLPs will continue to be enhanced through K-12 pathway documents in-line with Toronto High School.</p>
<p>Low level adjustment for disability</p> <p>\$34,952.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wangi Wangi 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"> • Evidence based practices • Data skills and assessment • Wellbeing

<p>Low level adjustment for disability</p> <p>\$34,952.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • individual education plans (IEPs) are created by teachers with the support of the learning support teacher. IEPs include literacy and numeracy SMART goals linked to the progressions • targetted K-2 literacy intervention and support - 4 sessions per week for 2 hours per day by LaST with SLSO support • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention through Multi-lit and Multiplication by heart to improve student reading and mathematics progress <p>The allocation of this funding has resulted in:</p> <p>Classroom teachers, Interventionist teachers and our learning support coordinator have working closely to establish Personalised Learning Support Plans (PLSPs) for students. These plans have been evaluated every 5 weeks and in-turn, adjustments have been made. Teachers and parents met in semester 1 and 2 to review PLSPs. This beneficial process was established utilising this funding. This funding also contributed to the Targetted Literacy and Numeracy support programs established across the school. This support was predominately in K-4 classes four mornings per week across the year.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further coordination and leadership of Learning Support and Wellbeing through the development of a coordinator role. This will result in an Assistant Principal being off class 2 days per week to coordinate this area. This will ensure greater continuity, evaluation and success of programs as well as connections with parents, carers, allied health practitioners and services for students and their families.</p>
<p>Professional learning</p> <p>\$11,935.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wangi Wangi 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"> • Evidence based practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reading professional learning for all staff focussing on: <ul style="list-style-type: none"> - reading comprehension with Emina Maclean - effective reading; vocabulary - effective reading; fluency - effective reading; phonological awareness • mathematics professional learning for teachers on: <ul style="list-style-type: none"> - multiplicative strategies - the big ideas in number - rich and challenging tasks • implementation of 5 weekly impact meetings. Teachers released from class for half a day to work with Instructional leader and/or Principal to analyse student assessment data and co-construct targetted teaching plans. <p>The allocation of this funding has resulted in:</p> <p>Significant professional learning (PL) in 2021 to support the familiarisation and implementation of evidence based literacy, numeracy and wellbeing practices. Teachers engaged in rigorous professional learning with support both at school during after schools sessions as well as engagement with Department of Education professional learning packages. Teachers attending PL were required to be replaced with casual teachers. This funding has resulted in a complete overhaul of reading and mathematics practices to align with the evidence base. Evaluation has proven that teachers have willingly adopted these practices with support of our</p>

<p>Professional learning</p> <p>\$11,935.00</p>	<p>Instructional Leaders. Internal school data clearly shows a positive impact in a short period of time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing essential professional learning for all staff and new staff joining our school in 2022. Our Assistant Principal Curriculum and Instruction (APCI) will play a pivotal role in the delivery and support of professional learning. Our newly established Assistant Principal Learning Support and Wellbeing will also deliver professional learning on behaviour and wellbeing strategies.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Wangi Wangi Public School with administrative duties and reduce the administrative workload.</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"> • Evidence based practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leadership, literacy and numeracy professional learning and support by teaching principal <p>The allocation of this funding has resulted in: The principal utilising his teaching expertise to improve teaching practices in all classrooms. The funding has also enable the principal to develop and deliver professional learning for all staff on high impact literacy and numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will not be available in 2022 due to a change in principal classification.</p>
<p>Literacy and numeracy</p> <p>\$11,919.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wangi Wangi 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"> • Evidence based practices <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 • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in literacy and numeracy professional learning <p>The allocation of this funding has resulted in: Building teacher capacity and knowledge of evidence based literacy and numeracy practices. This has been facilitated through our Instructional Leader and the expertise of Regional Personal through professional learning sessions (1 to 3 day courses). Professional learning and quality resources has supported a transition from old unsupported reading and numeracy practices to full staff uptake and implementation of The Big 6 in reading and The Big Ideas in Number. Reading results in K-2 improved dramatically as a result of our phonics based approach. Students abilities to use number strategies flexibly improved K-6 with noticeable results reflected</p>

<p>Literacy and numeracy</p> <p>\$11,919.00</p>	<p>in Year 3 NAPLAN for numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue building our expertise in evidence based practices through high quality professional learning. This will continue in 2022 with an ongoing focus on numeracy to ensure greater consistency across the school. We will also build a deeper understanding of using quality texts through explicit teaching strategies.</p>
<p>QTSS release</p> <p>\$25,556.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wangi Wangi 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"> • Evidence based practices • Data skills and assessment • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Building all teacher's capacity and expertise in data literacy, data analysis and planning targetted teaching based on student assessment. Significant time has been spent building teacher knowledge and understanding of the literacy and numeracy progressions in conjunction with the teaching and learning cycle. This has resulted in developing teacher expertise and ensuring teaching is meeting student needs in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Impact meetings and targetted teaching plans continuing in 2022. Our Assistant Principal Curriculum and Instruction will lead 6 half days sessions with each classroom teacher. Further evaluation of Targetted Teaching plans will be built into the Impact Meeting process.</p>
<p>COVID ILSP</p> <p>\$89,483.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - phonological awareness, phonics, fluency and additive and multiplicative thinking • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Close support for students across Years 1-6 in various aspects of literacy</p>

COVID ILSP

\$89,483.00

and numeracy. Students were supported after identification of their learning needs based on literacy and numeracy progression tracking. 3 - 5 weeks of tuition in small groups was provided. Learning loss encountered during periods of learning from home were targeted through high impact teaching strategies.

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

Continuing the Covid ILSP program in 2022 which will include focuses that link with mathematics and writing class programs. Ongoing use of the literacy and numeracy progressions to track student progress will continue. Use of the DoE diagnostic assessments will widen to include the numeracy Interview For Student Reasoning (IfSR).

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	58	62	73	79
Girls	50	62	69	74

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	93.6	96.2	91.3
1	93.7	92.2	95.8	89.6
2	94.4	92.4	94.7	91.9
3	95.4	93.2	95.8	89.6
4	92.4	89.7	94.7	93
5	94	91.5	95.2	90.2
6	95.1	91.6	92.7	91.8
All Years	94	92.1	95.2	91
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
Assistant Principal(s)	1
Classroom Teacher(s)	4.78
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.81

*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	77,880
Revenue	1,640,085
Appropriation	1,605,497
Sale of Goods and Services	2,181
Grants and contributions	31,971
Investment income	36
Other revenue	400
Expenses	-1,601,463
Employee related	-1,456,834
Operating expenses	-144,629
Surplus / deficit for the year	38,622
Closing Balance	116,502

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	27,340
Equity Total	146,708
Equity - Aboriginal	34,292
Equity - Socio-economic	77,464
Equity - Language	0
Equity - Disability	34,952
Base Total	1,197,224
Base - Per Capita	35,005
Base - Location	0
Base - Other	1,162,218
Other Total	46,451
Grand Total	1,417,723

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

35% of our school parent and carers responded to the annual Tell Them From Me survey (TTFM). The overall survey results indicated above NSW government school norms in all areas (welcoming, inclusive, safety, behaviour, learning, communication domains). Parents/carers feeling welcome in our school have trended upwards to 7.6. This is a significant difference when compared to the state mean of 6.6. This is a positive result given the impact of NSW health mandates on access to school grounds. Another significant highlight of the TTFM survey is parents reporting on the school supports for learning. The survey results were a mean of 7.7 which is significantly above the state mean of 7.2. In addition to the overall satisfaction rating of the school, 85% of parents who responded to the survey stated that they would strongly recommend our school to other parents.

Year 4, 5 and 6 students were responded to the annual Student Tell Them From Me survey (54 students). Overall results indicated at or above NSW government school norms in most domains. The most significant of these at or above were:

- Students valuing school outcomes: 98%
- Students with positive behaviour at school: 89%
- Student who are interested and motivated at school: 81%
- Student effort: 91%
- Students identifying an advocate at school: 79%

These areas were all above state government norms.

The student TTFM survey results indicated the need for further work in the areas of feedback on learning progress, high expectations and relationships with peers.

The teacher TTFM survey indicated above average NSW Department of Education (NSW DoE) school results in the domains of; leadership, parent involvement, inclusivity, teaching strategies, use of data, learning culture and collaboration. Teachers responded well above the NSW DoE mean for satisfaction with school leadership.

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.