

2021 Annual Report

Wellington Public School



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Introduction

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

Wellington Public School is committed to providing an environment where quality teaching, literacy and numeracy learning and innovative leadership ensure future success and wellbeing for all students within an ever changing world.

School context

Wellington Public School has an enrolment of 525 students with 60% (more than 300) identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 6 Special Education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners. PBL operates hand in hand with the Be You mental health initiative. In recent years we have successfully implemented the Positive Living Skills student wellbeing program.

Through Early Action for Success (EaFS) and our School Based Allocation of Resources (SBAR) the school has an Instructional Leader, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy from Preschool to Year 6. These strategies are improving curriculum implementation and quality teaching using stringent data analysis linked to direct teaching and individualised learning programs for students.

This year the school conducted a community google survey to begin its collaborative consultation with the community. Feedback from this consultation contributed to our Situational Analysis which has assisted us to inform the future directions for the school presented in this plan.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities supported by assessment practices and effective feedback which allow ALL students to connect, succeed, thrive and learn.

As a result every student at Wellington Public School is known, valued and cared for.

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.

- Describing and communicating student growth
- Expertise and innovation

Resources allocated to this strategic direction

Low level adjustment for disability: \$330,300.00

English language proficiency: \$7,200.00

COVID ILSP: \$350,000.00

Socio-economic background: \$188,566.00

Aboriginal background: \$767,820.00

QTSS release: \$106,716.00

Integration funding support: \$237,386.00

Summary of progress

Our success in balancing the focus of support across reading and numeracy has led to pleasing improvement in key measures.

With our numeracy results not yet at the desired progress level, it is very evident that the programs and processes we have put in place have addressed this decline.

By interacting weekly with families, in many cases using technologies and programs such as Seesaw and Google Classroom, and focused teacher support most key data stabilised or grew. This is a pleasing result given the challenges of COVID.

Our Attendance data still remains below our baseline.

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
<ul style="list-style-type: none">• At WPS the percentage of students achieving in the TOP 2 Skills bands in Reading will increase by at least 3% from a baseline of 16.8% in progress to our lower bound of 24.7%.• Percentage of students achieving in the TOP 2 Skills bands in Numeracy will increase by at least 3% from a baseline of 11.1% in progress to a lower bound of 18.6%.	<p>20.3% of Year 5 students were in the Top Two Skill bands for Reading in 2021. Achieving our 3% target. Year 5 Term 4 2021 Check-in data shows the cohort is at 56.5% for Reading (SSSG 49.5% and State 63.4%)</p> <p>We saw a drop to 10.1% of Year 5 students who were in the Top Two Skill bands for Numeracy in 2021. Pleasingly our Year 5 Term 4 2021 Check-in data shows that the cohort is at 56.5% of questions correct which is only 4.1% below the State and 10.8% above SSSG.</p>
Expected Literacy and Numeracy growth:	Average Scaled Growth was maintained at 87.43, however, expected growth stayed at 47.46% in Reading.

<ul style="list-style-type: none"> • At WPS the percentage of students achieving expected growth in Reading will begin from a baseline of 48.48% increase by 3.0% this year to move toward our lower bound of 57.4% in 2023. • and the percentage of students achieving expected growth in Numeracy will increase by 2.0% from a baseline of 54.6% to move towards our lower bound of 60.5% in 2023. 	<p>Average Scaled Growth in Numeracy jumped back to 95.19 (up from 67.05), however, remained at 44.44%, which is below our baseline.</p>
<p>Improved Attendance:</p> <p>Attendance data is moving from a baseline of 63.8% to 66% and approaching our lower bound of 70.6%</p>	<p>Our Attendance data for 2021 remained at 52.56%, still below our baseline.</p>

Strategic Direction 2: Improving Teaching through Innovative Practices

Purpose

Teachers will implement effective classroom management practices for all students with meaningful learning experiences that are explicit, inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment, the effective use of data and continual improvement of teacher practice.

As a result Wellington Public School is a great place to work and our staff is of the highest calibre.

Initiatives

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

- Data driven practice
- Targeted Professional Learning

Resources allocated to this strategic direction

Aboriginal background: \$90,000.00

Early Action for Success (EAfS): \$240,118.00

Socio-economic background: \$106,716.00

Summary of progress

Innovation in this Strategic Direction was driven by our involvement in the Regional Access Gap reform.

Every teacher received a new laptop device. Our outdated computer labs are in transition being updated and replaced with the capacity for every class to access and bank of in-class laptop devices. Every classroom received a new MLD.

Professional learning focused on the reading and numeracy targets we have set. This was conducted online and in-school.

This support was enhanced by the innovative use of these new devices and training in programs such as Teams and Google Classroom.

We have progressed towards a more seamless delivery of curriculum, especially when students and staff were having to work from home, with the availability of more than 100 additional devices across the school.

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
Our Situational Analysis is complete, TTFM surveys conducted by Term 2 and school sources such as the Schools Digital Strategies Project are informing and setting directions for all classroom teachers and support staff as a part of new SIP.	<p>Situational Analysis completed and integrated online learning options developed during lock downs.</p> <p>TTFM surveys were postponed until 2022.</p> <p>Seesaw maintained engagement with parents and was identified as a great communication tool. Difficulties were overcome if some children didn't have access to internet.</p> <p>The Outreach program maintained contact with families who did not have quality internet connections. More than 45 dongles were distributed to these families.</p> <p>Overall message was that families knew we cared about them and support</p>

<p>Our Situational Analysis is complete, TTFM surveys conducted by Term 2 and school sources such as the Schools Digital Strategies Project are informing and setting directions for all classroom teachers and support staff as a part of new SIP.</p>	<p>was always available.</p>
<p>The framework to support a needs based targeted Professional Learning program (which is documented and reviewed twice a year in their Performance and Development Plan documentation), informed by current research, is established across all Stages.</p>	<p>Cohesive teams now exist and work on constructing quality Teaching and Learning programs and improving staff capacity. Feedback was provided to staff about activities/lessons in classrooms. Executive Staff have developed deeper knowledge and understanding of staff and students in their Stage group by being present in all classrooms in their supervisory area.</p> <p>A more formal approach to making sure PL aligns with school strategic directions, the professional standards and encompasses individual goals needs to be adopted.</p> <p>Mandatory training is recorded in an excel spreadsheet</p>

Strategic Direction 3: Leading Educational Innovation

Purpose

Leadership across our school is driven by a culture of high expectations, strong wellbeing practices and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically and innovatively used to achieve improved student outcomes and high quality educational delivery.

As a result community confidence in Wellington Public School is high.

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.

- Whole school Leadership
- Stage Leadership - Coaching/Mentoring
- Community Leadership

Resources allocated to this strategic direction

Professional learning: \$49,300.00

Literacy and numeracy: \$17,100.00

Socio-economic background: \$612,864.00

School support allocation (principal support): \$27,700.00

Literacy and numeracy intervention: \$82,406.00

Location: \$121,000.00

Summary of progress

All executive have been involved in professional learning to develop effective instructional leadership and management skills.

Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school. These have developed from daily interactions on SeeSaw and Google Classroom, a developed and interactive Facebook presence, the use of key staff to outreach to the community with a particular focus on student attendance.

School executive guide teaching and learning practices that are responsive to school data and current research. This has seen a focus on improved data-driven decision making in their teams this year. This has made their 'Power Hour' times more focused and accountable. It has resulted in highly differentiated, evidence-based teaching and learning programs which were regularly reviewed and updated by Assistant Principals according to student need. This was especially significant as the initiative continued throughout the different modes of learning in 2021 with continual teacher feedback a feature of the culture we have developed within our staff.

This process was integrated with work of the EaFS team into other curriculum development activities across the school.

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
In 2021 People Matter data show that 100% of staff 'have informal feedback conversations with my manager/supervisor' (currently 91%). In 2020 72% of respondents stated that 'I have scheduled feedback conversations with my manager'. This also needs to be 100% (Whole School	2021 results: I understand what is expected of me to do well in my job 96%. I have informal feedback conversations with my manager dropped to 86%, still 6% above the Sector. Need to target the 14% of people who do not feel that this option exists.

Leadership)	I have scheduled feedback conversations with my manager dropped by 4% to 68%.
Stage-based Leadership All Stage goals are: - based on the Professional Standards for Teachers. - Explicitly linked to Professional Learning, and - Regularly linked to and evaluated in staff PDPs in respect to the WPS strategic directions.	Staged based PL is linked to the Professional Teaching Standards. All PDPs have a personal, school and stage based goal incorporated into them.
Community Leadership continues to regularly solicit and address feedback on school performance and uses this to enhance existing, and develop new approaches, to improve student learning. Family involvement in our school increases by at least 10% in 2021 as measured by attendance at Family and Friends days. A significant Cultural/Educational day is held each Term The operation and expansion of Wellbeing based programs such as PBL, Be You, Positive Living Skills and additional psychological support continue to be evaluated with parent/carer input and these findings are communicated to our school community.	Google survey indicated the success of student feedback in reports. Parents asked for and embraced the inclusion of student comments in reports. This has become a great focus for teachers to frame discussions regarding student learning and progress. Unfortunately family and friends meetings were on hold due to COVID. This has allowed us to enhance the way that information is distributed to the community. We have enhanced our newsletter and Facebook presence and developed a comprehensive outreach team to build relationships with all families. Open Days were put on hold. In place of these, the school ensured a continuing connection through the sharing of work and student achievements. The successful integration of wellbeing programs continued. Wellbeing week with program of activities developed for Week 6 each term. Psychology support used for individual students and families. More than 20 families engaged in this program.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$237,386.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wellington 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"> • Expertise and innovation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students receiving integration funding support have been strongly supported by a foundation of consistent planning, consultation and review.</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain our current systems, which afford a high SLSO to student ratio and empower greater collaboration between classroom teachers and SLSOs. We will also continue to have highly trained support staff across the school to ensure all integrated and individualised student learning plans, allowing students to feel at home and supported in mainstream classrooms.</p>
<p>Socio-economic background</p> <p>\$908,146.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wellington 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"> • Describing and communicating student growth • Whole school Leadership • Stage Leadership - Coaching/Mentoring • Community Leadership • Targeted Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement BNL and MiniLit to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • engage with external providers to support student engagement and retention <p>The allocation of this funding has resulted in: Focused and coordinated support for literacy and numeracy development across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build on the success of our approach to date with the transition into the new Learning and Support model with our new 1.6 Assistant Principal Learning & Support model.</p>
<p>Aboriginal background</p> <p>\$857,820.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wellington 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</p>

<p>Aboriginal background</p> <p>\$857,820.00</p>	<p>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"> • Describing and communicating student growth • Data driven practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in: Programs to focus on the improvement of school attendance data. Integrating programs to enhance the delivery of language and cultural identity initiatives for our Aboriginal students. ALL students in the school attend a Wiradjuri language lesson each week. A weekly focus on attendance is acknowledged each week at our assembly and Stage-based rewards are in place for excellent attendance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the growth of programs such as our Boys Shed and Girls dance group as incentives for above 90% attendance for ALL students.</p>
<p>English language proficiency</p> <p>\$7,200.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wellington 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"> • Describing and communicating student growth <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: In-class support and programming for our growing number of EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to seek support from sources external to the school for EAL/D programs.</p>
<p>Low level adjustment for disability</p> <p>\$330,300.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wellington 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</p>

<p>Low level adjustment for disability</p> <p>\$330,300.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Describing and communicating student growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: A focus on Preschool and Kindergarten to ensure all students have the best beginning to school. Screening for all areas of cognitive and social development programs. This includes both Speech and OT support, dental care and hearing screens.</p> <p>After evaluation, the next steps to support our students with this funding will be: Following up the support for these students across the older age groups. Ensuring that support is coordinated and new students who arrive at school are supported.</p>
<p>Location</p> <p>\$121,000.00</p>	<p>The location funding allocation is provided to Wellington 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"> • Community Leadership <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 • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: No student being disadvantaged as a result of their personal circumstances.</p> <p>After evaluation, the next steps to support our students with this funding will be: By enabling them to access opportunities the excellent support we provide for all students at our school.</p>
<p>Professional learning</p> <p>\$49,300.00</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 Wellington 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>

<p>Professional learning</p> <p>\$49,300.00</p>	<ul style="list-style-type: none"> • Whole school Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in: Many online PL activities such as BNL, trauma informed care and MiniLit were provided despite the challenges of the time.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to explore a range of professional learning opportunities as the face to face professional learning becomes more readily available.</p>
<p>School support allocation (principal support)</p> <p>\$27,700.00</p>	<p>School support allocation funding is provided to support the principal at Wellington 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"> • Whole school Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional administration support provided for the whole school executive <p>The allocation of this funding has resulted in: The employment of an additional SAO in the office to support all of the school executive.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support the executive with administrative tasks.</p>
<p>Literacy and numeracy</p> <p>\$17,100.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wellington 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"> • Whole school Leadership <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 • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The integration of this resource along with our significant equity funding to target whole school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the integration of these funds into whole school programs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$240,118.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wellington 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</p>

<p>Early Action for Success (EAfS)</p> <p>\$240,118.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Targeted Professional Learning <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 support literacy and numeracy programs • lead professional learning opportunities available through the Numeracy Strategy • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • 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 • employment of Instructional Leader to lead analysis of data and professional learning, including cross-stage teaching rounds and the use of learning sprints <p>The allocation of this funding has resulted in: Strong gains in learning outcomes K-2. Additional school funding has built continuity of this initiative into stage 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: Assist is transitioning the school from the EAfS model into an effective learning and support model with our two new Assistant Principals Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$106,716.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wellington 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"> • Describing and communicating student growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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: This funding has allowed us, along with equity funding, to introduce a collaborative 'power hour' and an additional hour of RFF for every member of staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to maintain an accountable 'power hour' and ensure that the additional RFF time is used effectively.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wellington Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$82,406.00</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"> • Stage Leadership - Coaching/Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Coordination of intervention support across all Stages. Created time for mentoring and professional learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Stage membership on key teams will maintain the links between professional learning and student learning data. Staff will continue be supported in programming and reflection of literacy and numeracy teaching practices and students will experience improved outcomes in reading and numeracy targets.</p>
<p>COVID ILSP</p> <p>\$700,000.00</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"> • Describing and communicating student growth • 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 • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: Small groups tutoring sessions across Stages 1 to Stage 3 and Preschool. Training has been provided to staff in literacy intervention programs such as MiniLit.</p> <p>After evaluation, the next steps to support our students with this funding will be: Should funding continue we will expand these programs to support students as identified in our post 2021 data. The school will plan to utilise the effective systems and structures put in place during 2021, to accommodate all students eligible for ongoing funding, through continued small group tuition.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	263	250	255	242
Girls	220	228	246	221

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.1	89.6	92	88.5
1	91.4	89.4	89.8	86.9
2	89.7	90.6	88	84.1
3	91.5	89.7	92	85
4	90.3	90.2	89.4	85.9
5	88	88.3	91.4	85.4
6	90.8	88.3	91	86.2
All Years	90.2	89.6	90.5	86
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.86
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.16

*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	413,319
Revenue	8,595,389
Appropriation	8,528,948
Sale of Goods and Services	14,619
Grants and contributions	51,389
Investment income	433
Expenses	-8,733,897
Employee related	-7,924,608
Operating expenses	-809,290
Surplus / deficit for the year	-138,508
Closing Balance	274,811

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	37,312
Equity Total	2,112,794
Equity - Aboriginal	862,582
Equity - Socio-economic	911,169
Equity - Language	7,277
Equity - Disability	331,765
Base Total	4,848,283
Base - Per Capita	135,140
Base - Location	121,921
Base - Other	4,591,221
Other Total	1,048,009
Grand Total	8,046,397

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

Parents, staff and students were surveyed to gather data in 2020 as a part of the school's Situational Analysis which was introduced to form the base of 2021 planning.

Parent, Student and Staff Survey Outcomes

A google survey was used again and promoted through our Website and Facebook page.

25 families responded to the survey along with 68 staff. Student classroom surveys were also integrated into our planning.

Both parents and staff once again highlighted the use of our new scope and sequence planning and the way it assists to help guide teaching programs and themes across each stage as being 'great'.

Parents, students and staff were also able to provide positive feedback around reading, numeracy talks, writing shared experiences, PBL and Literacy programs such as L3 and Daily 5.

The most positively rated aspect across the school was the Stephanie Alexander Kitchen Garden program. '*Kitchen Garden is an absolute highlight*'.

The survey also highlighted community and staff awareness about:

- opportunities to engage with community,
- Wiradjuri language lessons for all students, excursions in community,
- Spelling Mastery,
- outreach group during COVID isolation, Kindness Club and desk drumming,
- Kitchen garden,
- integration opportunities,
- teacher programming flexibility - not having to do co-operative programming and being able to program for my class specific needs and the freedom to adapt as the students grow and achieve.

Summary of Targeted Programs seen as successful:

MiniLit is a targeted intervention program implemented in Stage 1, 4 days per week. It is a small group intervention run by the LaSt team and SLSOs. It targets students who have been identified as below expected stage outcomes in reading.

Spelling Mastery is a specific program developed for the skill development in spelling. It is implemented across years 1-6, 4 times a week in Primary and 5 times a week in infants. Each student is assessed and placed in leveled groups.

L3 is a Literacy program targeted for Early Stage One and Stage One. In 2020 2 stage one teachers engaged in their first year training and 5 teachers completed their ongoing professional learning. The school has an internal L3 trainer who supported all early stage one and stage teachers in their explicit implementation of the L3 program.

Daily 5 Literacy and Daily 4 Maths was used in most classes, particularly in Stages 1 & 3. This mode of teaching allows for small group differentiation to explicitly teach mathematical and literacy concepts that are at point of need for each student.

In 2020 a *Building Teacher Leadership Through Reading* group was established. In 2021 this group has continued to offer professional learning to aspiring leaders of WPS around effective reading instruction. A large element of this training was to develop teacher mentors that would coach and support other classroom teachers in Literacy instruction across the school.

The *Stephanie Alexander Kitchen Garden* program expanded to be offered to all classes in 2021 on a weekly basis for one and a half hours as a part of RFF. It involves teaching students pleasurable food education and teaches Wellington Public School children positive food habits through fun, hands-on learning.

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.