

2021 Annual Report

Wolumla Public School



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Introduction

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

At Wolumla Public School we have a positive, safe and supportive learning culture and offer a holistic educational environment that inspires academic excellence, creativity and personal well-being. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. All members of the Wolumla Public School community are committed to ensuring our school values safe and respectful learners, guiding our actions and all we do.

School context

Wolumla Public School a small rural educational facility with a rich history. Established in 1882, the school has retained a focus on educating students with contextually relevant learning opportunities driven by community needs.

The school is highly regarded for its inclusive approach to learning and staff have developed educational practices which provide a high level of support to student achievement. Central to the success of the school is a commitment by all staff to work in a collegiate manner and continually improve classroom practice and student attainment. The school values holistic learning opportunities and is committed to developing student engagement through offering opportunities creative and performing arts, languages, STEM and sport. Of further importance is a deep belief in student equity and specific learning programs are in place to ensure that students with disabilities and higher learning needs are regularly and systematically addressed. This includes targeted small group learning in literacy and numeracy and focused individual tutoring for individual needs to cater to the 25% of students identified with deficits to learning.

Over the past four years, enrolment at Wolumla Public School has increase from 63 - 100 students, a trend which is expected to continue as residential development in the town continues. Growth has increased complexity across the school with 11% of the student body identifying as Aboriginal. The school has a Family Occupation and Educational Index of 108 indicating an average level of socio-economic disadvantage.

In 2020, Staff at Wolumla Public School school completed a situational analysis and identified two areas of focus for this Strategic Improvement Plan identified as; Student Growth and Attainment and Quality Systems and practices. The strategic directions support the identified need to focus on the development of school wide systems, programming and assessment to enhance teaching, learning and administration. Across the life of the School Improvement Plan all staff will collaboratively work to ensure increased evaluative practice and build capacity to engage with explicit teaching and differentiation guided by data informed practice. Formative and summative assessment protocols will be developed to create a consistent approach to assessment from K-6. Student goal setting (learning intentions) and effective feedback will be developed in alignment with the What Works Best in Practice publication.

Wolumla Public School has also prioritised deep learning around Aboriginal Education as an improvement focus. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students capable of working independently and those identified as gifted. System negotiated targets were also identified through the NAPLAN gap analysis, in the areas of Reading and Numeracy.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

The wellbeing, engagement and provision of creative opportunities for our students is a priority at Wolumla Public School and every staff member will be supported to encourage the development of learners who can set goals, articulate what they are learning and know what their next learning steps are. Student growth will be measured against qualitative and quantitative data sets which are targeted to meet the needs of individual learners while teaching staff will engage in formal mentoring and coaching to improve teaching and learning.

Initiatives

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

- Effective Classroom Practice
- Assessment

Resources allocated to this strategic direction

Integration funding support: \$71,298.00

Professional learning: \$6,983.00

Literacy and numeracy intervention: \$0.00

Socio-economic background: \$40,336.40

Smart Giving Grant: \$30,000.00

Aboriginal background: \$8,012.32

Literacy and numeracy: \$8,959.00

Low level adjustment for disability: \$32,390.00

Location: \$18,332.00

QTSS release: \$16,257.00

Summary of progress

Improvement in outcomes at Wolumla Public School has been driven by a commitment to effective classroom practice underpinned by assessment. Throughout 2021 staff have collaboratively engaged in professional learning to gain greater insight to triangulating data from a variety of sources to inform specific learning needs of individual students. The school has targeted reading as a priority and through the approaches undertaken have experienced success in all year groups. Professional learning in reading interventions for all SLSO's and adoption of a third-party assessment platform (Essential Assessment) has aligned the development of curriculum across the whole school. In 2022 a focus on numeracy will be prioritised to address gaps in Stage 1 and 2.

Significant growth in Year 5 Reading and Numeracy results for students achieving Top 2 Bands was evident in the 2021 NAPLAN results. A continued focus on student assessment data will inform teaching programs, with targeted individualized programs implemented and monitored throughout 2022. Specific to Year 3 results, Teachers are triangulating additional data sources from Check-In, Essential Assessments and NAPLAN ensuring student needs are met and staff professional learning aligns to identified needs.

Attendance is a focus across the state. Current daily attendance data reflects 91% of WPS students attend school daily. A focus for 2022 will be on strengthening communications with families in relation to higher than expected 'unjustified' absences from school. 2021 the school engaged in an attendance sprint, monitoring attendance daily and encouraging students and families to be aware of individual attendance patterns and the impact on student learning.

Student Wellbeing is a priority for WPS. Anecdotal evidence from student voice reflects students' value their learning and school time at WPS. Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Planning for learning is informed by holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Student Wellbeing target has been achieved; the school focus now will be on embedding the BounceBack program with a consistent approach across K-6 in 2022.

WPS parents and school staff have made significant inroads into supporting the reforming for the Bega AECG. The school has enhanced its grounds with an Indigenous Garden and Yarning Circle, built by the Aboriginal parents at the school. The school is exploring local language, hosting AECG meetings and actively seeking the support and engagement of the Aboriginal community to authentically engage with education delivery at WPS.

2021 WPS applied a systematic and planned approach to effective classroom practice, embedding targeted goal setting, effective feedback, collaboration across stages and visible learning.

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
An uplift of 3.25% in the percentage of students achieving in the top 2 bands of NAPLAN numeracy.	<p>Overall, student improvement in numeracy has increased with 50% of year 5 students achieving Band 6 and 13% achieving band 7. These figures reveal overall improvement across the school from 2019, when only 17% of students achieved Band 6 and there were no students who scored above this. The focus for 2022 will be to raise student results from Band 6 and ensure that there is student representation in Bands 7 and 8. With previous figures taken into consideration, Wolumla Public School exceeded the 3.25 negotiated target for Year 5.</p> <p>Year 3 results revealed a decrease in overall scores from 2019 with the cohort size of 11 having a significant representation in learning support and other interventions. Of those sitting NAPLAN 2021, over 50% had been supported in small group remediation, LaST interventions and Covid-19 ILSP support. Plans are in place to continue supporting these students throughout 2022, with regular check in's to growth through Check In Assessments and the Introduction of Essential Assessments to triangulate data in a more targeted manner.</p>
An uplift of 3.04% in the percentage of students achieving in the top 2 bands of NAPLAN reading.	<p>Reading targets for Year 5 showed improvement over the 2019 results with all students attaining a reading level above Band 5. Reading in the top two bands increased by 300% as no student scored above Band 6 in the previous testing cycle. Daily targeted support in small group reading and additional support in Multilit has helped to ensure that reading was a priority for all students and that reading levels across year 5 revealed steady progress.</p> <p>Year 3 reading, while lower in the top two bands when compared to 2019 data, revealed an overall shift of students into the top 3 bands with 54% achieving at or above this figure. LaST measures combined with extra tuition afforded through Covid-19 ILSP funding will support students throughout 2022 to continue the upward trend.</p>
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the school's lower bound system-negotiated target.	All students in the 2021 cohort achieved growth in numeracy, however, the lower bound target of 60% was not reached, with student growth dropping to only 33.33% compared to 40% in 2019. Interruptions to learning throughout 2020 and 2021 created gaps in the continuity of learning which resulted in lower-than-expected growth, however, individual achievement revealed a marked improvement for lower performing students. Overall student scores saw the school achieve results above the State average for numeracy in Year 5.
Increase the percentage of students achieving expected growth in NAPLAN reading to be working towards the school's lower bound system-negotiated target.	Expected growth in reading exceeded the system negotiated target by 6.67% as 66.67% of students reached expected growth. The result can be attributed to a number of factors including ILSP small group tuition targeting reading fluency, home reading, Stage 3 small group learning and LaST interventions such as MiniLit, Multilit and classes engaging with the MultiLit Reading Tutor program. Currently the school has 100% of SLSO's trained in elements of the the MultiLit phonics program and the school has achieved outstanding growth for Year 5 and 6 students through the Centre for Effective Reading.
Increase the percentage of students attending school 90% of the time or more with an uplift of 5.43% towards the school's lower bound system negotiated target.	The system negotiated target has not been met and while overall attendance remains above 90%, attendance 90% of the time or more has fallen to 54.86%, well below the target of 73.6%. A variety of factors have contributed to the result including students on the HSLO caseload with less than 60% attendance, which is being addressed through the Learning and Support Team, School Counsellor, HSLO and outside agencies. Covid-19 stay at home learning also impacted attendance with a positive Covid-19 case in the school community, slowing the return to school for some families. In early Term 2 Wolumla Public School participated in an

<p>Increase the percentage of students attending school 90% of the time or more with an uplift of 5.43% towards the school's lower bound system negotiated target.</p>	<p>'attendance sprint' which raised awareness of attendance expectations, however the initiative lost momentum when learning from home was implemented. Wolumla Public School will continue to work with families throughout 2022 to meet the negotiated target.</p>
<p>Students demonstrate an increase in wellbeing relating to their sense of belonging, expectations for success and advocacy at school.</p>	<p>Wolumla Public School has a values-based wellbeing program developed in alignment with PBL which has seen students remain positive and feel valued throughout 2021. While staff have noticed a decrease in overall wellbeing and academic confidence, students have shown resilience to negativity. This is evidenced by suspension and expulsion data and general behaviour data which has seen the prevalence of negative incidents in the classroom and playground remain low across all classes. Family support has remained a priority and all teachers and support staff have actively sought feedback on wellbeing through individual engagement families. During the stay-at-home periods in 2021, all families were supported in a variety of ways including home visits for vulnerable families. Teaching staff kept in regular contact with all students to maintain positive relationships and offered extra support to students with higher learning needs. Encouragement for the health and safety of students has supported an increase in the number of families seeking help from the school counsellor and other learning support programs.</p>
<p>Aboriginal education is a recognised priority across the school community and programs are in place to support families and cater to student needs regarding culture, belonging, trauma and mental health.</p>	<p>Aboriginal Education at Wolumla Public School has remained a priority throughout 2021 with school staff engaged in the reformation of the Bega AECG and implementation of the Wolumla PS Aboriginal Community Group, which met in Terms 1 and 2 to collaboratively plan Indigenous programs and activities for the Wolumla School Community. Achievement and success is evident through the construction of a Yarning Circle/Bush Tucker Garden in the school, which was designed and created by a local Aboriginal family, whose children attend the school. The focus on Aboriginal education will continue in 2022, with a focus on culture and curriculum planned in 2022.</p>
<p>School Excellence Framework Evaluation</p> <p>In the element of <i>Effective Classroom Practice</i>, School Excellence Framework Self Assessment and External Validation show uplift towards <i>Excelling</i>.</p> <p>In the element of <i>Assessment</i>, School Excellence Framework Self Assessment and External Validation show uplift towards <i>Sustaining and Growing</i>.</p>	<p>WPS staff have aligned scope and sequences across key learning areas with a consistent school approach Kinder - Year 6. Teaching themes are aligned to support multi-stage levels. Literacy and numeracy assessments are being formalised across the school. A focus on formative assessment is being used flexibly and responsively as an integral part of daily classroom practice. Whole school planning of teaching programs is systematic and collaborative.</p>

Strategic Direction 2: Quality Systems and Practices

Purpose

Systems and practices at Wolumla PS are implemented, with the collection, tracking and analysis of data across K-6 clearly evident. Staff collaborate to ensure that planning, programming, assessment and reflection across the school is consistent and the approach to learning goals is based on best practice aligned with assessment data which collectively reflects on student progress and achievement.

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 Informed Practice
- High Impact Professional Learning

Resources allocated to this strategic direction

Professional learning: \$6,836.00

6101 Carried forward Funds: \$6,346.00

Socio-economic background: \$2,200.00

Summary of progress

The identified initiatives in Strategic Direction 2 have been aligned to work in unison, with each informing and supporting the other. Professional Learning at the school has become more streamlined and directly informed by staff purposefully engaging with data informed practice which then creates the basis for improved outcomes in specifically targeted areas. Staff development and school planning have also benefited as Year and Stage groups have become more closely aligned and all staff are appraised of individual needs. Combined, the two initiatives of *Data-Informed Practice and High Impact Professional Learning* have supported the development of a whole school approach to teaching and learning to increase individual student goal setting and align both knowledge and practice from K-6.

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
100% of teaching staff engage in and utilise data skills and use professional learning to improve school performance.	In 2021 staff have engaged in Professional learning to improve the use of data at the classroom, school, and system levels. All staff have engaged in Plan 2 training and are gaining greater skills in using data triangulation through the implementation of Essential Assessments, NAPLAN and Check In Assessments which have supported curriculum development, particularly in targeting individual student growth in smaller cohorts. Kindergarten Best Start Data has also been used to target gaps in learning for all Kindergarten students, while staff meetings, along with curriculum planning days, have ensured that all staff are aware of specific student needs to support growth in literacy and numeracy.
Establish processes and routines to utilise current classroom-based formative and summative assessments of student progress to inform professional learning.	Implementation of identified targets to support assessment has slowed in 2021 due to a range of reasons beyond the school's control, however all staff have remained committed to ensuring that progress is being made towards establishing processes and routines to inform planning across the school, which in turn has directed professional learning. Both formative and summative assessments were used to pinpoint professional learning which included reading tutor programs and training through the Centre for Effective Reading and all staff, including SLSO's, are now confident in gathering data for reading and implementing interventions from the data collected to support progress. Success in this area is evidenced by an overall increase in fluency and meaning, which have been targeted both in the classroom and through learning support programs. In 2022 the focus will shift to numeracy to target a decrease in student results identified

Establish processes and routines to utilise current classroom-based formative and summative assessments of student progress to inform professional learning.	through NAPLAN data in Year 3.
SEF SASS is aligned to 2020 EV panel outcome and established as the baseline for growth throughout 2022 and 2023.	While preparing the report for External Validation all staff engaged in professional learning around the School Excellence framework and are now confident using this tool to identify strengths and weaknesses across all domains. The SEF SASS continues to define the direction of school improvement and has provided all staff with a clear understanding of what measures will be undertaken to ensure consistent school growth.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$156,037.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wolumla 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"> • Effective Classroom Practice • Other funded activities <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 <p>The allocation of this funding has resulted in: Student support has been provided in all classrooms with SLSO's employed to support student learning. Small group learning has also been provided in Stages 2 and 3 to support student achievement in literacy and numeracy and SLSO support was also utilised for the delivery of content from intervention programming provided through the Center for Effective Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Learning and Support Teacher will continue to work with families, students, the School Counselor, Teaching Staff and the School Principal to ensure that students with extra needs are supported.</p>
<p>Socio-economic background</p> <p>\$42,536.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wolumla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Assessment • High Impact 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 [program/initiative] to support identified students with additional needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: In consultation with Staff and the P&C, Socio Economic Funding was used to provide students with extra guidance from the Learning and Support Teacher. Using this funding, organisation of Personal Learning Plans, Access Requests and individualised educational opportunities was increased.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure equity within educational opportunities, students requiring extra support due to reduced financial capacity will have greater access to the learning and Support Team and be encouraged to participate in all school activities.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wolumla Public School. Funds under this</p>

<p>\$8,012.32</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: Funding for Aboriginal education was directed towards supporting the Learning and Support Teacher to create Personal Learning Plans in consultation with parents and teachers for all Aboriginal students, then readdressed each term. A whole school incursion was also organised for all students across the school in partnership with the Bournda Environmental Education center. Some funding was also put towards the establishment of the Wolumla PS bush tucker garden/yarning circle.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aboriginal education will remain a priority at Wolumla Public School and activities to engage the local Aboriginal community will continue to be sought.</p>
<p>Low level adjustment for disability</p> <p>\$32,390.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wolumla 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"> • Assessment <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 • 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 [program name] to increase learning outcomes • support for students in the Center for Effective Reading program. <p>The allocation of this funding has resulted in: Funding from this area was put towards the small group learning opportunities for students. Wolumla PS was also able to employ an SLSO to run the Center for Effective Reading Program, which had excellent results and also provide extra in class SLSO support for students who did not meet the benchmark to receive integration funding support.</p> <p>After evaluation, the next steps to support our students with this funding will be: The small group learning program will continue in 2022 to support students with extra learning needs.</p>
<p>Location</p> <p>\$18,332.00</p>	<p>The location funding allocation is provided to Wolumla 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>

<p>Location</p> <p>\$18,332.00</p>	<ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional Staffing to support School's Administration Manager with administration tasks. • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: The location allowance was used to contribute to the employment of a teaching staff member above the school's entitlement of four teachers. This enabled the Principal to be more effective with balancing teaching and administration duties to more effectively embed a consistent approach with teaching and learning to support effective classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will continue to be used to support administration in 2022.</p>
<p>Literacy and numeracy</p> <p>\$8,959.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wolumla 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"> • Effective Classroom Practice • Assessment <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 • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Improved collaboration across the school resulting in a a consistent understanding and approach to assessment from k-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: A whole school approach to develop assessment practices will continue in 2022.</p>
<p>QTSS release</p> <p>\$16,257.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wolumla 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"> • Assessment <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 • 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: Improved collaboration with K-6 assessment and whole school planning in scope and sequence development to ensure that Stage and year groups are can effectively program aligned units for CTJ in assessment across all KLA's.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>QTSS release</p> <p>\$16,257.00</p>	<p>funding will be: Further whole school collaboration across all KLA's to support the inclusion of literacy and numeracy elements in program planning and delivery.</p>
<p>COVID ILSP</p> <p>\$56,049.89</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Overall student improvement in Additive Strategies across all assessed elements from ADS 4 - ADS 8 with only one sub element not observed. Student results indicated 65% of all students were always able to complete tasks accurately and 35% sometimes completed tasks accurately. Only one instance of non-observable progress was identified in one sub element (ADS 8, sub element 2)</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continue to be monitored through Check In Assessments, NAPLAN and Essential Assessments</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	34	41	33	43
Girls	47	48	55	53

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	92.9	96.3	88
1	90.7	91.9	92.5	91.6
2	90.1	90.5	94.1	88.6
3	92.5	93.1	94.7	90.9
4	89.5	89.3	92	87.5
5	91.7	89.7	93	87.2
6	96.2	88	94.6	88.5
All Years	92	90.8	93.8	89
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.58
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.41
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	305,170
Revenue	1,525,751
Appropriation	1,475,644
Sale of Goods and Services	454
Grants and contributions	49,546
Investment income	109
Expenses	-1,511,466
Employee related	-1,331,052
Operating expenses	-180,414
Surplus / deficit for the year	14,286
Closing Balance	319,455

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	156,037
Equity Total	82,952
Equity - Aboriginal	8,012
Equity - Socio-economic	42,548
Equity - Language	0
Equity - Disability	32,391
Base Total	844,893
Base - Per Capita	21,693
Base - Location	18,332
Base - Other	804,867
Other Total	157,490
Grand Total	1,241,371

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

A survey of all staff was conducted to ascertain the success of the school over the past 12 months. The questions were organised across the areas of curriculum, student management and staff wellbeing. The results revealed that although there has been large scale disruption to the operation of the school since 2020, morale, wellbeing and achievement have not been impacted adversely and the measures put in place to ensure continuity of student learning and staff wellbeing have been effective. The question around critical feedback was worth noting as there is room for improvement in this area. Also of significance is that 100% of respondents stated that they 'always' enjoy working at Wolumla PS, revealing that morale remains high within the staffing cohort.

Parents were also surveyed to gauge the success of the school and the results generally highlighted a high level of satisfaction with school policies and practices. The results revealed that although there has been large scale disruption to the operation of the school since 2020, parental confidence with regard to teaching, learning and student wellbeing has remained high. Notable observations included that 94% of those surveyed believed that overall, Wolumla PS either usually or always met the standards reviewed and that administration and confidence with supporting students from home were areas of consideration for future planning.

Student voice is of particular importance to the staff and school community and students were invited to provide feedback which may help with personal learning. Students revealed that while there was disruption across the school throughout 2021, they were supported in their learning and felt that all staff were helpful and encouraged personal success. Around half of the students enjoyed the home learning curriculum but most (84%) preferred to engage with their learning in a classroom environment. Of note for many students was the lack of extracurricular opportunities which were greatly reduced in 2021 and a desire to see new playground equipment installed at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.