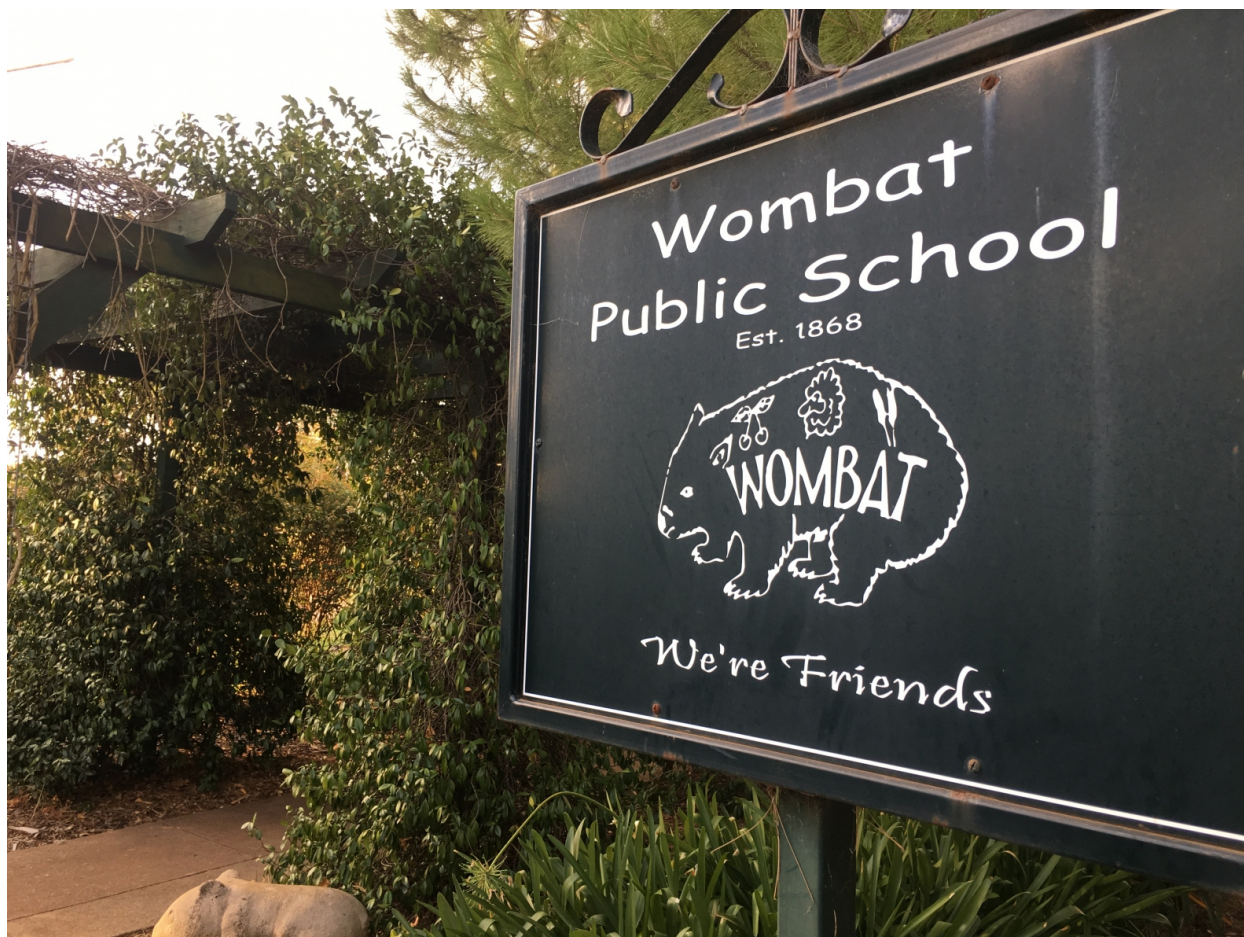


# 2021 Annual Report

## Wombat Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Wombat Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Wombat Public School

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## School vision

The community of Wombat are committed to meeting the school code of behaviour, by showing honesty, kindness and respect in our daily interactions with each other. Through the connections we are building with one another, the community of Wombat and the land we are on, we will thrive in our learning and wellbeing.

**Every student, every teacher, every day shows honesty, kindness and respect to connect, learn and thrive at Wombat Public School.**

## School context

Wombat Public School is situated on Wiradjuri Country on the South West Slopes of the Riverina in New South Wales. The school is over 150 years old and is set in the rural village of Wombat which has a population of approximately 250 citizens.

In 2021 there are 28 students enrolled at the school. Our students come from a wide range of socio-economic backgrounds with 0% students identifying as Aboriginal in 2021. Wombat Public School is an Early Action for Success school and is supported with adjustments for low level disabilities.

The teaching staff comprises of two full-time teachers, a teaching principal and a K-2 teacher. In addition we have a part-time teacher two days per week, an Instructional Leader one day per week and a School Learning Support Officer (SLSO) that engages in targeted interventions and support in the classrooms. The School Administrative Manager and General Assistant work part-time.

In 2021 Wombat Public School has two cross-stage classes, K-2 and 3-6. These classes provide an opportunity for highly individualised and differentiated learning programs to suit each learners' development.

Some of the programs and opportunities we offer all students include:

- Stephanie Alexander Kitchen Garden Program
- A music program delivered by a specialist music teacher
- External Sport Program
- Library facilities
- High Student to Online Device ratios
- Read to 3 program twice weekly

The school works very closely with the local community, and in particular with the Young Small Schools' Network, and a collection of other small schools. The school works closely with the local High Schools of Young and Murrumburrah to support students as they transition to high school.

The school has an active P&C committee who are committed to supporting the students, allowing them to participate in extracurricular activities such as Kitchen Garden and excursions with less cost to families.

Wombat Public School are committed to building student growth and attainment through building a picture of where each student is and knowing where they need to go next. As part of leading a quality teaching team staff will be focused on building quality classroom practices that support each student's growth and building their own knowledge and capabilities. As a result of consultation with the community focus will be on building student reading abilities through our reading strategy, engaging students in their learning journeys, and building connections with the community surrounding us. This includes building a connection with the local AECG. so that students are able to connect and thrive in their learning and engagement.

Quality improvement practices will be underpinned by the School Excellence Framework, What Works Best in Practice and the Professional Teaching Standards with the goal of enhancing student growth.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Every student is actively engaged in quality literacy and numeracy programs that support high expectations for individual student learning, ensuring that all students are challenged and all adjustments lead to improved 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.

- Knowing our students and where to next
- Student engagement

### Resources allocated to this strategic direction

**COVID ILSP:** \$9,341.30

**Per capita:** \$3,965.00

**Literacy and numeracy:** \$2,100.00

**Socio-economic background:** \$18,901.00

**Low level adjustment for disability:** \$5,312.00

**Integration funding support:** \$27,775.00

### Summary of progress

Progress during 2021 has been positive. The educational team at Wombat Public School are working toward building capacity through professional learning to build comprehensive reading strategies that will enhance student growth and lead to consistent reading practices, and tiered support, across the school. Consistent practices of gathering data, through the use of an assessment schedule, to build comprehensive and individualised snapshots of where students are and how they are achieving and growing over time is flowing into the development of teacher identified goals for each student and therefore, classroom practices. The identified student goals are a step toward building student engagement with clear individual expectations for each student to guide explicit teaching and feedback practices to help each student monitor and recognise their successes.

Strategic reading practices in the classroom have been determined that support students in their individual reading journey. Moving forward the strategic reading practice will continue as a whole school approach to work towards achieving the top two bands in Naplan reading. Professional Learning has been undertaken in fluency and vocabulary to support reading acquisition.

Quality teaching rounds or lesson studies with like schools are planned to commence early 2022. Internal professional learning on quantifying number continued under direction of the EAfS Instructional Leader. This area was a focus during 2021 COVID ILSP.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students in the Temora Network achieving in the top two bands in NAPLAN reading to trend above the baseline of 40.4%.	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for reading by 14 % showing significant change from the baseline and succeeding beyond the upper bound target for 2021.
The proportion of students in Year 5 achieving expected growth in NAPLAN reading will be trending upwards towards of our lower bound system-negotiated target of 80%.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of students in the Temora Network achieving in the	The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two bands for numeracy

top two bands in NAPLAN numeracy to trend above the baseline of 25.6%.	by 9% showing positive change from the baseline and succeeding beyond the lower bound target for 2021.
The proportion of students in Year 5 achieving expected growth in NAPLAN numeracy will be trending upwards towards of our lower bound system-negotiated target of 80%.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased. Individual student progress is reported directly to parents and carers throughout the year.
School's self-assessment of the elements 'Assessment' and 'Data skills and use' indicates improvements have consolidated at Delivering and displaying characteristics of Sustaining and Growing.	<p>Improvement toward meeting Sustaining and Growing elements in the <i>Schools Excellence Framework</i> in 'Assessment' have been identified through whole staff discussion. Evidence of meeting at Sustaining and Growing level discussed and identified.</p> <p>Delivering is consolidated in 'Data skills and use' of the <i>School Excellence Framework</i> and elements of Sustaining and growing have been met with planning in place to increase capacity to improve/meet other elements of Sustaining and Growing in this area. This has been determined through the School's self-assessment process and through whole staff discussion of practices evident in classrooms and evidence of same.</p>



## Strategic Direction 2: Leading quality teaching

### Purpose

Through collaboration build a culture where teachers are committed to working through the literacy and numeracy teaching and learning cycle using effective classroom practices to provide students with quality learning experiences.

### 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

### Resources allocated to this strategic direction

**Professional learning:** \$5,900.00

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

**Low level adjustment for disability:** \$11,212.00

**Socio-economic background:** \$21,686.00

**Location:** \$1,055.00

**Aboriginal background:** \$869.76

**Literacy and numeracy:** \$874.00

**Per capita:** \$718.81

### Summary of progress

The Community of School's (CoS) Intensive Support Model (ISM) project was instrumental in guiding the Wombat Public School educational staff team through a quality professional learning project based on unpacking data, determining a professional learning point of focus, engaging in quality PL and implementing this focus into classroom practices to boost the teaching and learning of literacy in the focus area of Vocabulary. A focus on explicit teaching from the What Works Best document lead toward improved use of explicit learning intentions and success criteria in the classroom practice. This practice will continue with the implementation of explicit lesson plans, assessment strategies and clear and concise programming to support effective classroom practice.

### 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
The proportion of students in Year 5 achieving expected growth in NAPLAN reading will be moving towards at least 80% of students (lower bound system-negotiated target).	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased. Individual student progress is reported directly to parents and carers throughout the year.
The Proportion of students in Year 5 achieving expected growth in NAPLAN numeracy will be moving towards at least 80% of students (lower bound system negotiated target).	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased. Individual student progress is reported directly to parents and carers throughout the year.
Wombat Public School self-assessment of the elements 'curriculum', 'effective classroom practice' and 'data skills and use' consolidates Delivering and is working towards meeting elements of Sustaining and Growing in the <i>Schools Excellence Framework</i> .	Improvement toward meeting Sustaining and Growing elements in the <i>School Excellence Framework</i> in 'Curriculum' have been identified through whole staff discussions, including identifying evidence of same. Some elements of Excelling have been determined as working towards. Delivering is consolidated in 'effective classroom practice' with elements of Sustaining and Growing evident as identified through whole school staff discussions of evidence in practice. Delivering is consolidated in 'Data skills and use' of the School Excellence Framework and elements of Sustaining and Growing have been met with planning in place to increase capacity to improve/meet other elements of Sustaining and Growing in this area. This has been

Wombat Public School self-assessment of the elements 'curriculum', 'effective classroom practice' and 'data skills and use' consolidates Delivering and is working towards meeting elements of Sustaining and Growing in the <i>Schools Excellence Framework</i> .	determined through the School's self-assessment process and through whole staff discussion of practices evident in classrooms and evidence of same.
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## Strategic Direction 3: Community partnerships for success

### Purpose

To develop a community that is committed to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. The community, including school staff, students, parents, carers and the wider community actively work together to benefit students with a planned and proactive approach to their learning and wellbeing.

### 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.

- Community Partnerships & Engagement
- Attendance

### Resources allocated to this strategic direction

### Summary of progress

The educational team of Wombat Public School met regularly to assess data gathered for each individual student to set clear individualised goals in the areas of literacy, numeracy and wellbeing. These goals were communicated to parents to set a basis for a collaborative process. Next year, in this initiative, the school will continue to meet as a staff team to set goals based on collective assessment data that will be communicated to both parents and students so that students will be more engaged in their learning journey.

### 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
School Attendance data is trending to the positive for both whole school data and each individual student.	2021 whole school attendance data has increased to 89.5%, up from 86.6% in 2020. Students attending greater than 90% of the time remains steady at 57.1%.
Wombat Public School self-assessment of the elements 'Learning and Culture' consolidates Delivering and is working toward meeting elements of Sustaining and Growing as detailed in the <i>School Excellence Framework</i> .	Delivering is consolidated in 'Learning Culture' of the <i>School Excellence Framework</i> and elements of Sustaining and Growing have been identified through whole school staff discussion, including evidence of same in school practices.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,775.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wombat Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Our funded students receiving appropriate support within the classroom setting resulting in a positive and safe transition to the school setting and many early learning outcomes being met. Data collected has shown a positive growth in early literacy and numeracy learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To support identified students in achieving all early learning outcomes and progressing at an accepted pace in academic skills and social and emotional wellbeing.</p>
<p>Socio-economic background</p> <p>\$40,587.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wombat Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement classroom support to give identified students with additional needs extra support.</li> <li>• employment of additional staff to support MULTILIT Reading Tutor Program (RTP) program implementation.</li> <li>• supplementation of extra-curricular activities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Progress for identified students engaging in additional programs within our school curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue offering the same program to give consistency and further progression for identified students and others that are identified as needing intervention.</p>
<p>Aboriginal background</p> <p>\$869.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wombat Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$869.76</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students at Wombat Public School accessing quality literacy and numeracy resources and experiences.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To increase staff capacity with incorporating authentic cultural experiences into the everyday classroom.</p>
<p>Low level adjustment for disability</p> <p>\$16,524.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wombat Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Knowing our students and where to next</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MULTILIT Reading Tutor to increase learning outcomes</li> <li>• support for students in Developing Individual Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students being supported at point of need through the provision of extra teachers to offer support roles.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To staff classrooms as many days as possible to allow for additional teaching days as supportive roles.</p>
<p>Location</p> <p>\$1,055.00</p>	<p>The location funding allocation is provided to Wombat Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional technology resources and the covering of routine excursions (swimming lessons) to be covered to allow equity for all students of Wombat Public School.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

Location \$1,055.00	<p><b>funding will be:</b> To continue providing our students with equitable opportunities to allow remoteness and isolation to have little effect.</p>
Literacy and numeracy \$2,974.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wombat Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of quality resources to engage students in literacy assessment and experiences in the classroom and while at home during stay-at-home orders during the COVID-19 pandemic.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To fund the position of Assistant Principal Curriculum &amp; Instruction to support teachers in the use of these resources in the classrooms.</p>
QTSS release \$3,924.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wombat Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of Release from face to face teaching to allow for all teachers to engage in programming time to prepare a quality curriculum for their students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue funding release hours for classroom teachers.</p>
COVID ILSP \$18,683.30	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Knowing our students and where to next</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>COVID ILSP</p> <p>\$18,683.30</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Student growth across the school, in the areas of identified need. Data collected from student progress demonstrates a positive shift in reading levels and fluency.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To identify and provide small group tuition in an additional area of need.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	7	9	16
Girls	15	11	10	10

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	90.9	92.1	91.2
1	99	97.9	85.4	91.9
2	92	99.3	98.9	84.5
3	91.6	93.4	98.3	98.9
4	85.4	83.1	91	96.5
5	70.5	91.7	92.6	94.4
6	91.1	90.6	94.7	89.5
All Years	90.8	92	91.4	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

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

### Workforce ATSI

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	107,846
<b>Revenue</b>	594,064
Appropriation	589,247
Grants and contributions	4,787
Investment income	30
<b>Expenses</b>	-599,294
Employee related	-472,876
Operating expenses	-126,418
<b>Surplus / deficit for the year</b>	-5,230
<b>Closing Balance</b>	102,616

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	57,982
Equity - Aboriginal	870
Equity - Socio-economic	40,588
Equity - Language	0
Equity - Disability	16,524
<b>Base Total</b>	468,131
Base - Per Capita	4,684
Base - Location	1,056
Base - Other	462,391
<b>Other Total</b>	16,035
<b>Grand Total</b>	542,148

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Wombat Public School prides itself on being approachable to all community members. Parents are given updates on their children regularly and note they are comfortable in approaching teachers to discuss the needs of their children.

On a scale between one and ten, parents scaled WPS on an average of 9.13 for believing the school caters for their child's wellbeing, 6.53 on student engagement, 9.07 on effectiveness of the teaching at WPS, 8.87 on students being connected, thriving and succeeding, 9.27 on encouraging partnerships with families and the communities, 9 for effectiveness of planning technology to support students learning and engagement.

Surveys from students have been positive with feedback filtering through from students that they are enjoying having the opportunity to take a role in their learning and set goals for themselves. Some students thrived with this responsibility and an increase to student assessment data has shown a progress in learning. Students have passed on feedback in regards to the opportunity they receive with learning activities available at the school- Kitchen and Garden project and the technology incorporated into their learning- The Webots Project.

Teacher Satisfaction at Wombat Public School has been positive with feedback received regarding support and opportunities to engage in meaningful Professional Learning, classroom practices and the collaborative approach taken within the school leadership team to support and listen to staff members. Staff have documented that there is a positive learning culture within the school and enjoy the opportunity to collaborate with staff from other small schools to share and embed good practice.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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