

2021 Annual Report

Wongarbon Public School



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Introduction

The Annual Report for 2021 is provided to the community of Wongarbone 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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School vision

Wongarbon Public School is committed to creating a positive and secure learning environment that promotes life-long learning and responsible citizens. Every student is known, valued and cared for through inclusive and engaging learning opportunities.

We recognise the importance of the partnerships developed between the school, outside agencies and parents when maximising student wellbeing, learning and engagement.

School context

Wongarbon Public School is located 19 kilometres east of Dubbo, in a small rural, village. There is a current enrolment of 53 students, 27% of whom identify as Aboriginal. The daily school operations consists of three multi stage classrooms with access to the library one day a week. The school has a strong and committed P&C who actively fundraise and contribute to school initiatives.

The school strives for excellence in an inclusive environment where every student and every teacher improves every year.

At Wongarbon Public School, quality teaching and learning programs provide a strong foundation in literacy and numeracy through explicit teaching, high expectations and collaboration where students are challenged to meet their learning goals in a safe learning environment.

Students maximise their potential and remain engaged through continuity of learning and a strong sense of community connectedness. Wongarbon Public School provides future focused learning for all students. We celebrate the success of all student learning; their ability, traditions and beliefs, by treating each other with respect.

The whole school community, involving students, staff, parents and the Local Dubbo AECG, was consulted in a situational analysis followed by the development of the 2021-2024 Strategic Improvement Plan. Throughout our situational analysis, we have identified key focus areas for improvement.

The school will develop a culture that is focused on student learning outcomes in reading and numeracy to build strong foundations for academic success. We will refine and further develop data informed teaching practices that are responsive to the learning needs of individual students.

The school will develop and implement specific programs that build cognitive, emotional, physical and social wellbeing in all students. These programs will offer extra-curricula activities in Sport, Science, Technology, Creative and Performing Arts to ensure our students have a variety of learning opportunities so that each student will connect, succeed, thrive and learn.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building teacher capacity to deliver explicit and targeted teaching based on effective collection and analysis of data.

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.

- Explicit Teaching
- Data Informed Teaching

Resources allocated to this strategic direction

Low level adjustment for disability: \$17,388.00

Socio-economic background: \$61,524.00

Aboriginal background: \$18,088.00

Literacy and numeracy: \$5,892.00

Early Action for Success (EaFS): \$68,605.00

QTSS release: \$10,763.00

Professional learning: \$5,567.00

Per capita: \$4,833.00

Teaching Principal Relief: \$2,200.00

Summary of progress

Embedded Professional Learning and school data (observations of classroom practice, surveys and programs) have supported teachers in refining literacy and numeracy practices, with clear evidence of the use of the Department of Education's Learning Hub for Literacy and Numeracy, concentrating specifically on the areas of Reading and Viewing Strategies in Literacy and Quantifying Numbers and Additive Strategies in Numeracy. The use of quality assessments including school based, Checkin Assessment and NAPLAN, are analysed to identify student learning needs.

Progress against the School Excellence Framework indicates data use and analysis within the whole school will continue to be an area of focus to ensure the data is analysed on a regular basis to ensure teaching and learning programs continually reflect the needs of all of the students. We will continue to explore and refine quality teaching practices with a specific focus on reading and numeracy, and review the whole school approach to track and monitor student achievement with attention to assessment, data and differentiated 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
The percentage proportion of Year 3 and Year 5 students achieving top two NAPLAN bands in Reading increases by 1.3%	The proportion of Year 3 students achieving the top two bands in NAPLAN Reading is 38%. The proportion of Year 5 students achieving the top two bands in NAPLAN Reading is 40% which puts the school at our lower bound target. This is an increase of 15% from 2019 data.
Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data	100% of staff engaged in professional learning to supplement the use of PLAN 2 to monitor students growth and achievement across Literacy and Numeracy progressions. Professional learning was targeted at primary staff with an emphasis on tracking comprehension and vocabulary. Professional learning in the area of technology ensured effective classroom practice during remote learning with 100% of staff being able to successfully deliver online learning for students.
The percentage proportion of Year 3 and Year 5 students achieving top two NAPLAN bands in Numeracy increases	The proportion of Year 3 students achieving the top two bands in NAPLAN Numeracy is 13%. The proportion of Year 5 students achieving the top two bands in NAPLAN Numeracy is 0%. This is consistent with the 2019

by 3.1%	NAPLAN data. This places Wongarbone Public School at the lower bound target.
Increase in the proportion of students achieving expected growth in Reading to above 85%.	60% of students in Year 5 are achieving at or above expected growth in Reading.
Increase in the proportion of students achieving expected growth in Numeracy to above 76%.	16% of students in Year 5 are achieving at or above expected growth in Numeracy
The school self-assessment in the element 'Effective Classroom Practice' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Effective Classroom Practice. 100% of staff provide prompt support to students and are continuing to work towards explicit and timely feedback that is specific to success criteria and individual learning goals. 100% of staff accessed professional learning to assist them to provide regular feedback to their students in both literacy and numeracy, which assisted in the setting of explicit learning goals.
At least 50% of students achieve the relevant learning indicators with Vocabulary in the learning progressions.	100% of students have made progress through the relevant learning indicators within the Creating Texts Vocabulary Element of the Literacy Progressions. 100% of Kindergarten students have made progress in the area of understanding texts. Students in Year 2 to Year 6 have all made progress within the focus area of Vocabulary through context and grammar knowledge to understand unfamiliar words.
At least 50% of students achieve the relevant learning indicators with Quantifying Numbers and Additive Strategies in the learning progressions.	100% of students have made progress through the relevant learning indicators within the Quantifying Numbers and Additive Strategies of the Numeracy Progressions. 100% of Kindergarten students have made progress in the area of Whole Number, and Addition and Subtraction Strategies. Students in Years 2 to Year 6 have all made progress within the focus area of Quantifying Numbers and Additive Strategies; in Whole Number, Addition, Subtraction and Multiplicative Strategies.

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to ensure all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to delivering whole school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

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

- Physical Activity
- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$1,300.00

Location: \$11,000.00

Aboriginal background: \$1,000.00

Operational: \$1,500.00

Summary of progress

Embedded Professional Learning and a whole school planned approach to Wellbeing through a whole school scope and sequence of planned teaching and learning activities, is ensuring all of the students are able to connect, succeed, thrive and learn. The use of regular feedback, observations and scheduled student, staff and parent surveys ensure teachers are able to identify student individual needs and adjust programs accordingly.

Progress against the School Excellence Framework indicates wellbeing within the whole school will continue to be an area of focus so that the data is analysed on a regular basis to ensure teaching and learning programs continually reflect the needs of all of the students. The school will continue to explore and refine quality teaching practices with a specific focus the schools implementation of the Positive Living Skills program and the Wellbeing Framework, with a particular focus on Sport and Physical Activity, to ensure maximum engagement for all our students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improve attendance to or above 95%	In 2021, the number of students attending Wongarbone PS school is on average 92%. 33% of students have an attendance rate between 95-100% and 27% have an attendance rate between 90-95%.
Meet the criteria for Delivering across all three areas of the Sport and Physical Activity: School Health Check	During 2021, staff were involved with the construction of the Sport and Physical Implementation Plan. This document has been embedded across the whole school and is reflected in teaching and learning programs. 100% of Staff attended or participated in peer catch-up sessions, the professional learning workshop on Thinking While Moving and strategies from this Professional Learning are evident on a daily basis. This has enhanced engagement across all Key Learning Areas. By completing these two activities during 2021, our school meets the criteria to be assessed at the level of Sustaining and Growing.
TTFM surveys indicate improving student advocacy, sense of belonging and high expectations at or above SSSG.	100% of students indicate a positive sense of Wellbeing as defined by the expectations for Advocacy, Sense of Belonging and Success, demonstrating movement towards our school-based target. The Tell Them From Me data used this year surveyed too small a cohort to successfully track the school's data. The introduction of a positive wellbeing program using student input to develop school expectations of safe, respectful and responsible. This common language and expectation has been beneficial toward achieving this target.

Wellbeing plans are constructed and goals are negotiated with all students.

100% of students have co-developed their wellbeing plans with their teachers.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,284.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wongarbone 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"> • 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 staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: A student was supported in learning and healthcare procedures which allowed her to engage inclusively in all areas of school life.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$63,324.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wongarbone 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"> • Explicit Teaching • Wellbeing and Engagement • Physical Activity • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Literacy and Numeracy programs to support identified students with additional needs. • resourcing to increase equitability of resources and services • professional development of staff through writing with an Instructional Leader to support student learning in literacy and numeracy <p>The allocation of this funding has resulted in: Teaching staff are able to plan and source equitable events for students to participate in allowing them to develop their whole self - emotionally, culturally and physically. Year 3 students performed better than SSSG by 6% in reading. Year 3 students performed better than SSSG by 5.8% in Spelling.</p> <p>After evaluation, the next steps to support our students with this funding will be: to allow all students to access excursions, incursions and extra curricula activities so that there is equity across the whole student cohort. to continue to employ additional staff to support effective delivery of explicit, tailored teaching in literacy and numeracy.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$23,729.00</p>	<p>needs of Aboriginal students at Wongarbone Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Wellbeing and Engagement • Other funded activities <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 • employment of additional staff to support literacy and numeracy programs • employment of additional staff to provide personalised support for Aboriginal students. <p>The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. These relationships have continued to develop. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build an active and authentically inclusive culture at Wongarbone PS. A specific focus will be on ensuring the achievement of Personalised Learning Pathways (PLP) learning goals is attained by all Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$17,388.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Wongarbone 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the employment of additional staff to separate Kindergarten, Year 1 and Year 2 into stages. this allowed explicit stage outcomes to be delivered to students. <p>The allocation of this funding has resulted in: the employment of an additional teacher 3 days a week for literacy and numeracy sessions to enable students in Early Stage 1 and Stage 1 to be explicitly exposed and taught stage specific outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of teaching and learning, through the provision of additional support for students by employing trained School Learning and Support Officers (SLSOs). to continue to support targeted students in relation to learning and healthcare procedures.</p>
<p>Location</p> <p>\$14,262.66</p>	<p>The location funding allocation is provided to Wongarbone Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$14,262.66</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in: equitable access for all students to participate in sport and enhancing relationships with other small schools within the network.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop and deliver professional learning that is open to other schools, increasing the schools collaboration with other schools. In addition, students will participate in PSSA and other sporting activities in 2022.</p>
<p>Professional learning</p> <p>\$6,022.00</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 Wongarboron 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Thinking While Moving Strategies • Advancement Via Individual Determination (AVID) • Department of Education Mandatory Training • Smart Technology Professional Learning <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in Thinking While Moving strategies and the introduction of decodable texts resulted in improved student results demonstrated by internal data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to focus on engaging in professional learning to help staff address individual student learning needs. to explore mentoring and co-teaching more formally across the whole school.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Wongarboron 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional hours for the School Administrative Manager to provide support to the Principal with Health and Safety procedures. <p>The allocation of this funding has resulted in: greater support to the Principal in ensuring effective management of the</p>

<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>school in the areas of financial management, health and safety, communication with parents, in particular through online platforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide additional hours to the School Administrative Manager so that support is available to enable the teaching Principal to meet a range of policy requirements.</p>
<p>Literacy and numeracy</p> <p>\$5,892.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wongarbone 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support 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 • employment of additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: students achieving growth across Literacy and Numeracy taking into consideration individual learning needs, differentiation and Personalised Learning Goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The purchase of online subscription will continue in 2022 with specially assigned tasks focusing on additive strategies based on quantifying number and additive strategies to support student need.</p>
<p>Early Action for Success (EaFS)</p> <p>\$68,605.00</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Wongarbone Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an 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. • lead analysis of student performance data with K-2 <p>The allocation of this funding has resulted in: students in K-2 making academic progress in literacy and numeracy indicated by the learning progressions. Staff have become more familiar utilising DoE platforms, ALAN and PLAN 2. Year 1 students participated in phonics screening which resulted in direct point of need teaching for students who required intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Early Action for Success has permanently concluded and aspects of this role will be implemented by the Assistant Principal Curriculum and Support in 2022.</p>

<p>QTSS release</p> <p>\$10,763.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wongarbron 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The Principal reviewed programs, provided written and verbal and feedback and worked with classroom teachers to analyse data. Delivered PL to ensure quality teaching was occurring in all classrooms, across all KLAs. <p>The allocation of this funding has resulted in: Teaching and Learning Program feedback proforma was adjusted to align with expectations. Professional standards are observed, teachers are willing to grow professionally and the learning culture is strong across the school. Teachers are well supported in their work and benefit with support from within the school context.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop instructional leadership in the areas of reading, writing and numeracy. This will be supported in 2022 with the appointment of an Assistant Principal Curriculum and Instruction for 1 day per week.</p>
<p>COVID ILSP</p> <p>\$38,349.93</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 <p>The allocation of this funding has resulted in: identified students demonstrated notable personal growth in targeted literacy and numeracy focus areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ additional staff to continue with focus groups targeting identified students with explicit focus on quantifying number and additive strategies.</p>
<p>Per capita</p> <p>\$14,298.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wongarbron 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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of health professionals to gather baseline data of student physical baselines to support Strategic Direction 2's focus on physical activity and wellbeing targets. <p>The allocation of this funding has resulted in:</p>

<p>Per capita</p> <p>\$14,298.00</p>	<p>an explicit focus on the link between physical activity of improved learning outcomes being embedded in the school culture. Data analysed indicated a need for whole school structured daily fitness program aligned to core strength, muscle development, sprint and endurance fitness and agility.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to develop and consolidate fundamental movement skill for all primary students and to introduce all infant students will participate to daily fitness.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	32	39	37	31
Girls	20	20	21	26

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.4	90.8	96.1	91
1	93.9	91.3	87.5	93.5
2	95.7	95	92.9	85.7
3	92.8	92.4	90.9	89.2
4	94.5	88.6	91.2	91.4
5	95.2	95.2	88.6	90.7
6	95.6	91.7	97.2	87.9
All Years	94.2	92.1	91.9	89.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.43

*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	185,226
Revenue	1,078,122
Appropriation	1,069,585
Sale of Goods and Services	82
Grants and contributions	7,913
Investment income	143
Other revenue	400
Expenses	-999,574
Employee related	-903,177
Operating expenses	-96,397
Surplus / deficit for the year	78,548
Closing Balance	263,774

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	14,284
Equity Total	103,200
Equity - Aboriginal	23,684
Equity - Socio-economic	62,128
Equity - Language	0
Equity - Disability	17,388
Base Total	707,400
Base - Per Capita	14,298
Base - Location	14,263
Base - Other	678,840
Other Total	124,422
Grand Total	949,307

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

Wongarbron Public School felt the impact of another extraordinary year throughout 2021. This included the ongoing COVID 19 pandemic, with face to face teaching restrictions being implemented. All stakeholders were understandably disappointed with this unavoidable situation, however, they appreciated the opportunity to connect via texts and phone calls during the COVID-19 lockdown. In Term 4 the school held a modified, outdoor, Presentation Day where student achievement was formally recognised. Parents were able to view the presentation socially distanced off the school grounds.

Parent/caregivers, students and teachers were asked to participate in Three Stars and a Wish feedback. Parents commented on the effectiveness of communication between staff and parents as a positive attribute. Parents also commented on the relationship between students and staff and how students consistently feel encouraged by their teachers. Feedback also included how the school is seen to be culturally appropriate when supporting Aboriginal parents and students.

Student responses indicated that the school is safe and friendly and that students like to come to school. The school offers an informal lunch order each Friday and that initiative was a popular response in the feedback. Students also identified they were looking forward to when incursions and excursions could return after the pandemic.

Staff highlighted that the students are compassionate, inclusive and are eager to be engaged in school and classroom activities. A positive comment was made on the diverse teaching experience among the staff and how beginning teachers and highly experienced teachers are able to share best practice to support student growth and achievement. Staff are dedicated and supportive, and the school strives to ensure that student learning outcomes, parent community relationships and school pride is embedded in the school culture.

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.