

# 2021 Annual Report

## Wiripaang Public School



3762

## Introduction

The Annual Report for 2021 is provided to the community of Wiripaang 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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Wiripaang Public School

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## School vision

Our vision is to ensure everyone achieves personal excellence. Our purpose is to prepare our students for a rewarding life as engaged and informed citizens. Our mantra is 'Be the best you!'.

## School context

Situated within the Lake Macquarie region, Wiripaang Public School is a K-6 school, located on extensive grounds and provides extra-curricular opportunities for our students to connect, succeed and thrive. Our school has a strong sporting focus and positive connections with Hunter Sports High School which is located next to our school. Technology is embedded in all classrooms with a future focus for students to each have a device to complete their classwork. Our student body averages around 200 students each year which includes students in support classes. Our school has a FOEI of 192. On average, 35% of students identify as Aboriginal and Torres Strait Islander and a growing number of students have English as an Additional Language or Dialect.

Wiripaang PS receives substantial funding each year. This school plan delivers expert teachers working alongside classroom teachers and engaging consultants to provide precise instruction on student achievement.

The staff are cohesive, supportive and focused on the wellbeing and academic success of our students. Over the last school plan period, staff were highly mobile with many gaining promotions, permanency and changes of role. This has occurred for all staff groups; SASS, teachers and executive members.

Our community value strong relationships, resilience and sporting excellence. Staff work to build positive relationships with families and make regular contact through all communication platforms.

Our school holds high expectations for academic improvement, positive relationships and personal excellence.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To increase student achievement through explicit teaching, ongoing learning and data use (internal and external) so all achieve.

### 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 Driven Practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$185,940.74  
**Integration funding support:** \$32,688.26  
**Aboriginal background:** \$56,171.00  
**English language proficiency:** \$11,088.00  
**Literacy and numeracy:** \$4,058.74  
**COVID ILSP:** \$195,682.95  
**Per capita:** \$55,135.00  
**Low level adjustment for disability:** \$131,332.81  
**Professional learning:** \$19,818.00  
**Literacy and numeracy intervention:** \$47,090.00

### Summary of progress

#### Explicit Teaching

Evidence based learning was implemented across all classrooms. High impact professional learning was provided for all staff through a combination of online learning modules, engagement of external consultants. This was supported by strong collaborative processes within the school and strong leadership from the school executive. Internal and external data reflects continued growth in student outcomes, particularly our Aboriginal students. As a result, we will continue to develop the capacity of our staff to implement high impact teaching strategies.

#### Data Driven Practices

Scope and Sequence documents were developed for English and Mathematics that aligned the Syllabus outcomes, Learning Progressions and allowed teachers to track their progress every 5 weeks against their learning intentions. Staff collaborated to develop visual data displays within their classrooms and in professional learning spaces. Staff, students and families engaged in goal setting and 3 way interviews to discuss individual achievements. Based on the uptake of these practices, we will continue to refine the data collection and engage in more professional learning around using data.

### 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
<b>NAPLAN - Top 2 skill bands Numeracy</b>  A minimum increase of 4% of students achieving in the top two bands in NAPLAN Numeracy.	<ul style="list-style-type: none"><li>• Progress with our Aboriginal students significantly exceeded state and SSSG averages. The percentage of students in our top two bands was not as high as we aimed for, particularly in Numeracy. The school continues to focus on explicit teaching and will continue to improve.</li><li>• Data indicates 21.6% of students are in the top two skill bands for reading which is an increase against the baseline data of 20.5% in 2019. In numeracy, 8.6% of students are in the top two skill bands indicating a decrease against baseline data of 11.4% in 2019.</li><li>• The increase achieved was approximately 1.8% for 2021.</li></ul>

<p><b>NAPLAN - Top 2 skill bands Reading</b></p> <p>A minimum increase of 4% of students achieving in the top two skill bands in NAPLAN Reading</p>	
<p><b>NAPLAN - Student Growth Numeracy</b></p> <p>At least 41% of students will demonstrate expected growth in NAPLAN Numeracy</p> <p><b>NAPLAN - Student Growth Reading</b></p> <p>At least 54% of students will demonstrate expected growth in NAPLAN Reading</p>	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy is 28.57%.</li> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN reading is 53.33%.</li> </ul>
<p>To improve from Sustaining and Growing to work towards Excelling in the theme of Explicit Teaching on the Schools Excellence Framework (SEF)</p> <p>To improve from Sustaining and Growing to work towards Excelling in the element of Data Skills and Use on the Schools Excellence Framework (SEF)</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of explicit teaching.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of data skills and use.</li> <li>• We achieved growth in data skills and use and continue an improvement journey with explicit teaching.</li> </ul>
<p>NAPLAN - Top 3 skill bands Numeracy</p> <p>To achieve an uplift of 3% of students achieving in the top three bands in NAPLAN Numeracy</p> <p>NAPLAN - Top 3 skill bands Reading</p> <p>To achieve an uplift of 5% of students achieving in the top three bands in NAPLAN Reading</p>	<ul style="list-style-type: none"> <li>• 64.3%% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading. In 2019 we were 27.8% which is an uplift of 36.5% and exceeds our target by more than 32%.</li> <li>• 41.7% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy. In 2019 we were 22.2% which is an uplift of 19.5% which exceeds our target by more than 15%.</li> </ul>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

Ensure a culture of high expectations, strong relationships and increased engagement of students, staff and community to build excellence.

### 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.

- Connectedness
- Increased Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$281,600.75

**Integration funding support:** \$130,524.74

**Low level adjustment for disability:** \$40,221.21

**English language proficiency:** \$8,890.00

**6101:** \$145,517.00

**6300:** \$73,000.00

### Summary of progress

#### Connectedness

Students, staff and community engaged in activities designed to increase their sense of belonging. These included cultural awareness excursions, wellbeing programs and using Seesaw to ensure all parents are connected to their child's learning. The TTFM data is now a school wide tool in order to capture accurate reflections from all our students years 4-6. We will continue to initiate programs that increase everyone's leadership capacities, cultural connections and sense of wellbeing.

#### Increased Engagement

'Be at School Everyday - BaSE' initiative rewards excellent attendance, monitored attendance rates and was a schoolwide system to improve engagement. Attendance has improved significantly although the data sources provide a variety of conflicting numbers. Improvement has occurred with parents and community engagement with a relentless focus on communication through Seesaw, phone calls and community visits. We will continue to pursue student attendance actively to ensure every students progress is supported by improved attendance.

### 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
TTFM Wellbeing data (Advocacy, Belonging and Expectations for Success) increases to be at or above 91.7%	• Tell Them From Me data indicates 84.3% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). In 2020 it was 81.09% which is an increase.
Increase the percentage of students attending > 90% of the time.	• The NSW norm is 81.6%. Our school is 11.4% above the Premier's target for students attending more than 90% of the time. Our baseline average of attendance was 55.4% and in 2021 we are 74.4%.
To improve from delivering to Sustaining & Growing in the theme of Parent Engagement on the Schools	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of parent engagement. We achieved our target.





### Strategic Direction 3: Systems and Practices

#### Purpose

Streamline strategic processes so quality practices improve all aspects of Wiripaang Public School.

#### 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.

- Strategic Processes
- Building leadership capabilities

#### Resources allocated to this strategic direction

**Socio-economic background:** \$63,757.83

**QTSS release:** \$46,529.00

**6101:** \$6,230.00

#### Summary of progress

##### Strategic Processes

Handbooks were developed for Teaching, Attendance and Wellbeing. The employment of a Business Manager allowed for effective expenditure and tracking of school budget. Improved systems were developed for data collection, agendas for meetings and sharing information with families. Online platforms were utilised effectively to learn from home and communicate with families. We will continue to refine processes and improve our efficacy.

##### Building Leadership Capabilities

Leadership improvement initiatives occurred for staff, students and parents. A Junior AECG was developed in conjunction with Hunter Sports High School. Our students started some programs but were interrupted by Learning from Home. We will continue to implement activities that aim to build the capacity of students, staff and our community members.

#### 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
To improve from delivering to Sustaining & Growing in the theme of Administrative Systems and Processes on the Schools Excellence Framework (SEF)	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Administrative systems and processes. We achieved our target that was set.</li></ul>
To improve from Sustaining and Growing to progress towards excelling in the theme of Continuous Improvement on the Schools Excellence Framework (SEF)	<ul style="list-style-type: none"><li>• Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Continuous Improvement.</li></ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$163,213.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wiripaang 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>• Explicit Teaching</li> <li>• Connectedness</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>• additional staffing to assist students with additional learning needs - repetition</li> <li>• staffing release for targeted professional learning on explicit instruction</li> <li>• consultation with external providers for the implementation of explicit instruction and engaging mathematics</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased support for students with additional needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide support for students with high level needs.</p>
<p>Literacy and numeracy</p> <p>\$4,058.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wiripaang 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>• Explicit Teaching</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improved student achievement in literacy and numeracy in both internal and external measures. Streamlined grouping of students to deliver small group targeted teaching to every student in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor every student's growth and achievement and provide personalised support. Ensure the Student Success Team is operating effectively and supporting staff to deliver high impact teaching.</p>
<p>Socio-economic background</p> <p>\$564,934.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wiripaang 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>• Explicit Teaching</li> <li>• Connectedness</li> <li>• Increased Engagement</li> </ul>

<p>Socio-economic background</p> <p>\$564,934.32</p>	<ul style="list-style-type: none"> <li>• Strategic Processes</li> <li>• Building leadership capabilities</li> <li>• Other funded activities</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 curriculum programs to support identified students with additional needs</li> <li>• professional development of staff through a structured program using an evidence based research text to support student learning</li> <li>• employment of additional staff to support Student Success Team program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Structured professional learning that is tailored to ensure every teacher is improving their practice. Student Success Team engaged in detailed data analysis of cohorts and individuals to ensure all staff have a deep understanding of student achievements and their next steps.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Continue with the model and ensure all staff, students and families have an understanding of student's learning goals and the support required to overcome any disadvantages.</p>
<p>Aboriginal background</p> <p>\$133,832.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wiripaang 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><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>• Explicit Teaching</li> <li>• Other funded activities</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Literacy and Numeracy data are the highest they have ever been K-2 using internal data and our NAPLAN results are the best school achievement in almost every area for both Years 3 and 5.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Based on the success of these embedded practices, we will continue to follow the same model with refinement and make adjustments as required.</p>
<p>English language proficiency</p> <p>\$19,978.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wiripaang 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>• Connectedness</li> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>English language proficiency</p> <p>\$19,978.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Interventions have adjusted as needed based on data and feedback. Literacy and Numeracy data are the highest they have ever been K-2 using internal data and our NAPLAN results are the best school achievement in almost every area for both Years 3 and 5.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Based on the success of these embedded practices, we will continue to follow the same model with refinement and make adjustments as required.</p>
<p>Low level adjustment for disability</p> <p>\$171,554.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Wiripaang 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>• Data Driven Practices</li> <li>• Connectedness</li> <li>• Explicit Teaching</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>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Resourcing had a positive impact on teacher efficacy. Wellbeing/Engagement team has been successfully established with the goals clearly articulated to the team from the Executive. School suspension data has decreased 35% in 2020/2021, compared to 2019/18 data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This model will be implemented again in 2022 with a change of the individuals in the team bringing different strengths, however the shared work load and responsibilities across the school will remain.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wiripaang Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Instructional Leader to lead analysis of data and</li> </ul>

<p>Early Action for Success (EaFS)</p> <p>\$137,210.00</p>	<p>professional learning, including cross-stage teaching rounds and the use of learning sprints</p> <p><b>The allocation of this funding has resulted in:</b> Improved students' performance through targeted support in literacy and numeracy across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This initiative will not run in 2022.</p>
<p>QTSS release</p> <p>\$46,529.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wiripaang 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>• Building leadership capabilities</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> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This has resulted in staff interested in leadership becoming involved in leadership activities, being involved in Executive PL and taking part in Exec Meetings and school planning. Surveys have found that staff have improved morale and the feeling of positive, confident leadership processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage in Quality Teaching Rounds with all staff and respond to feedback. Reflect and refine professional learning to continuously improve pedagogy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wiripaang Public School who may be at risk of not meeting minimum standards.</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>• Data Driven Practices</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>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff were exceptionally responsive, responsible and reflective within Planning Days. These PL opportunities were identified as a practice that resulted in enormous growth of teachers pedagogy. Shared accountability and collective efficacy improved and increased understanding of individual and cohort student achievement</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Collaborative planning days will be continued and refined in response to</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>staff feedback.</p>
<p>COVID ILSP</p> <p>\$195,682.95</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><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>• Explicit Teaching</li> <li>• Other funded activities</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>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Literacy and Numeracy data are the highest they have ever been K-2 using internal data and our NAPLAN results are the best school achievement in almost every area for both Years 3 and 5.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Based on the success of these embedded practices, we will continue to follow the same model with refinement and make adjustments as required.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	111	113	110	108
Girls	97	88	87	83

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	87.9	78.3	89.2
1	90.3	88.1	77.1	89.9
2	90.6	90.1	68	89.9
3	90.7	94.2	77.1	87.7
4	83.7	89.2	77.8	88.8
5	90.2	89.5	74.5	90.8
6	81.6	88.3	73.6	87.9
All Years	88.2	89.5	75.2	89.1
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
Assistant Principal(s)	4
Classroom Teacher(s)	8.6
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.4
School Administration and Support Staff	6.02

\*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>	300,976
<b>Revenue</b>	4,054,346
Appropriation	3,976,611
Sale of Goods and Services	11,727
Grants and contributions	65,398
Investment income	209
Other revenue	400
<b>Expenses</b>	-4,114,729
Employee related	-3,502,188
Operating expenses	-612,541
<b>Surplus / deficit for the year</b>	-60,383
<b>Closing Balance</b>	240,593

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>	149,806
<b>Equity Total</b>	890,299
Equity - Aboriginal	133,832
Equity - Socio-economic	564,935
Equity - Language	19,978
Equity - Disability	171,554
<b>Base Total</b>	2,102,544
Base - Per Capita	55,136
Base - Location	0
Base - Other	2,047,408
<b>Other Total</b>	479,251
<b>Grand Total</b>	3,621,900

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

Throughout 2021, Wiripaang Public School utilised a range of strategies to obtain feedback from students, staff and families.

These strategies included: Sentral data reflecting phone calls, email and daily discussions; Seesaw communication, Google forms and surveys, Tell Them From Me (TTFM) surveys of students and community and The People Matters Survey for staff. Regular formal and informal communication between staff and staff and community are strong ways to gather data.

### Student Feedback

Our TTFM student survey showed our school average to be above the state norm in Advocacy at school, showing that our students feel they have someone at school who consistently provides encouragement and can be turned to for advice. Results also showed an increase in the area of Explicit Teaching Practices and Feedback. 74% of our Aboriginal students feel good about their culture when they are at school and 76% believe that teachers understand their culture. 45% of students surveyed expect to go to university when they finish high school.

The results reflected that the school was close to the state average in Sense of Belonging and High Expectations.

### Staff Feedback

100% of staff stated their manager provides recognition for the work they do.

100% of staff stated they would recommend their organisation as a great place to work.

100% of staff stated there is a good team spirit in their work group

Most increased areas when staff were surveyed included:

93% of staff stated that their organisation is making improvements to meet future challenges.

100% of staff indicated they believe their organisation meets the needs of the community.

### Community Feedback

We gauge feedback from our community throughout the year with a particular focus at the end of the year to inform planning. Feedback through surveys on Seesaw and social media were used along with phone calls and in person conversations. The results reflect an increase in parent satisfaction overall. They felt that their child is safe at school and that staff were providing for their children's learning and wellbeing needs. Communication continues to be an area to work on as some families prefer paper communication compared to digital. Considerations will be made around this moving into the new school year. Our Aboriginal families were contacted and asked specific questions around culture. The majority were supportive of the direction the school is moving in with cultural programs and support for their children.

# 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.

## Aboriginal Education - School statement

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At Wiripaang, the Aboriginal Education Policy underpins our approaches to educational leadership, as well as informing planning and teaching practice. In partnership with our Aboriginal students, families, and communities, Wiripaang commit to providing an education which promotes quality teaching, is engaging, and is culturally appropriate and relevant. In 2021, the Aboriginal Education Committee 'WiriMob' met routinely several times each term, including representation from local Aboriginal parents, carers and families, to gain a deeper knowledge of what was educationally and personally important to our students and families, to learn more about Aboriginal culture, and strengthen links with the local Aboriginal community. This has resulted in the formation of a Bush Tucker Garden; the initiation of the renewal of our Yarning Circling; staff training in Reconciliation and foundations of a Reconciliation Plan; BroSpeak and SistaSpeak training for certain staff members; NAIDOC Week activities including excursions to Awabakal Environmental Education Centre and Connecting to Country tours; and, an outstanding Aboriginal Mural commissioned from a local Aboriginal community member which is now proudly displayed near the main COLA.

With a school culture of high expectations, the implementation of Personalised Learning Pathways (PLPs) for all Aboriginal students were established and reinforced through our PLP Afternoon Tea for students and families. To our students, their PLPs are dynamic documents that are continually edited and updated as goals are achieved.

Links were strengthened with Hunter Sports High School (HSHS), where representatives from Stage 3 visited HSHS to learn about the foundations of a Junior Aboriginal Education Consultative Group (AEGC), and how they can be involved once moving into Year 7. HSHS students worked enthusiastically with our students, mentoring them, and increasing cultural links between the schools and community. Wiripaang promote and encourage Aboriginal families to establish, build, and strengthen relationships with the Local AEGC, Aboriginal people and communities.

Academically, Wiripaang Aboriginal students have a greater representation in the top skill bands in NAPLAN as well as internal assessment data reflecting a positive-growth projector in literacy and numeracy. Aboriginal students are matching or achieving at a higher level than ever before, and more than the broader student population. Results show increased levels of achievement of literacy and numeracy goals for Aboriginal students, with an 8% increase in Aboriginal students meeting their Literacy benchmarks K-2 in 2021. We aim for our Aboriginal students to achieve in the top two bands in literacy and numeracy in NAPLAN each year. School attendance rates of Aboriginal students has increased significantly to 89% at the end of 2021, which reflects positively in our students increased academic performance levels. Overall, our students indicate a greater and deep knowledge about Aboriginal culture, which is embedded in our school environment and teaching and learning programs. The Awabakal language is used in the naming of buildings throughout the school, and teachers support the learning of fundamental Awabakal language skills in classrooms.

## 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.

## Anti-Racism - School statement

Wiripaang Public School has 2 trained ARCOs within the school - one for mainstream and one for support unit. All staff have completed new Anti-Racism Policy to increase staff understanding of the nature and impact of racism and their responsibilities in implementing the policy.

We participated in Harmony Day, Reconciliation Day and NAIDOC Day celebrations across the school. Anti-bullying lessons are embedded into our weekly Positive Behaviour for Learning lessons which are based around being proactive to data trends..

## **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.

## **Multicultural and anti-racism education - School Statement**

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At Wiripaang Public School we focus on ensuring respect, acceptance and celebrating students from all cultural backgrounds, through our teaching and learning programs. Students learn that people are different and that we are understanding and embrace these difference through the development of positive relationships.

## **Other School Programs (optional)**

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School Sustainability Grant - The school was lucky enough to be successful in gaining a grant to develop sustainability programs in the school. We established a Bee education program through establishing a Flow Hive at the school and all supporting resources to engage students in environmental, sustainability and education around the importance of bees. We also established a bush tucker garden near our yarnning circle and established bee friendly gardens in the bee yard. We look forward to our first harvest of honey in 2022.

School Bus - getting our students out and making connections within their community is of paramount importance to us. We now have a 25 seater school bus and use it regularly for students transport across mainstream and support unit. Excursions, sporting gala days, visiting local businesses, beaches and national parks