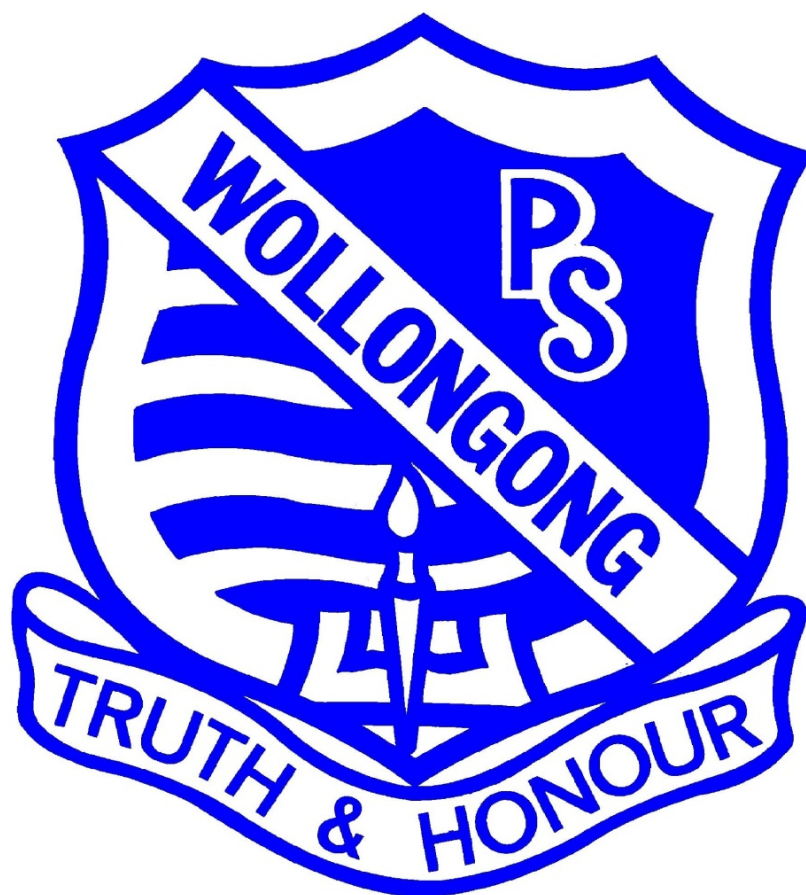# 2021 Annual Report

Wollongong Public School

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Introduction

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

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

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School vision

At Wollongong Public School, our priority is to build a learning community that embraces all sections of that community. We value every child and work hard to ensure that each child has a voice and is treated and treats others respectfully. Our teaching and learning strategy operates on a coordinated data informed, developmental approach (Village Model) using methods that research has shown to be successful, while always striving for excellence. Our aim is to build a team of educational experts to support the learners within our school to become confident, resilient, self-directed and successful, as they work towards their individual goals in all aspects of life.

School context

Wollongong Public School is located in the centre of Wollongong and has a student enrolment of 510. The school culture is that of connectedness, inclusion and belonging, with students, staff, parents and the wider community working together to promote school excellence and recognise that all learners have different histories of learning. The school has a highly dedicated staff, composed of a well balanced mix of experienced and beginning teachers, who care deeply about the learners they are supporting.

Our school is supported by a strong and vibrant multicultural community, and our Community Hub ensures that non-English speaking families can engage with and prepare their children to transition into our school. The student population reflects that diversity, with 65% of our students having a language background other than English, with 50% of those students requiring some level of EAL/D (English as an Additional Language or Dialect) support. We also embrace a small number (2%) of Aboriginal students in our school cohort. The school has two Opportunity Classes which cater for high potential and gifted students from the Wollongong, Wollongong North and Shellharbour Education areas. The school has strong relationships with the P&C committee, who work closely with school staff to support and engage with families. Wollongong Public School has a proud history of supporting the wellbeing of all children, promoting student responsibility, respect, lifelong learning and a desire for students to achieve their best.

Our students come from a wide range of socio-economic backgrounds. Extra-curricular opportunities in Sport, Science, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken through the previous school plan which focused on teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Our situational analysis confirmed that data driven practices will provide all students with learning opportunities that address their specific needs. We need to continue developing our teachers so that they not only understand the data that they are collecting, but are also using research informed practices to address needs identified through that data. Our teachers plan together under the leadership of three very experienced Instructional Leaders and their stage based Team Leaders with each teacher responsible for a week of planning in each learning cycle- this means the same teaching strategies are being used across all classes in the grade ensuring equitable opportunity for all children.

1. Student growth and attainment

Through analysis of our student performance measures it has become evident that expected growth in both reading and numeracy would need to be an area for explicit focus in our new school plan. Our NAPLAN gap analysis allowed us to identify specific target areas for reading and numeracy and these will become a focus for future professional learning. In addition, we have implemented significant in-class support for teachers and student learning by creating Instructional Leader positions and an intervention model that is supportive of all tiers of learners. To consider our options for addressing the needs of our students we reviewed our Year 1 Phonics Screener results and through examining current research, we recognised that there was a need for a realignment of teaching and assessment practices, as supported by our review of the Science of Reading literature. A thorough analysis of this research, as well as the What Works Best - 2020 Update, has led us to reflect and modify our practice. Therefore the school plan for 2021-2024 will be based on explicit, direct instruction combined with data driven practices.

2. Classroom and Whole School Leadership

An in-depth analysis of our current programs and practices in K-2 and 3-6 is required in order to ensure we are aligning our practices across the spectrum of K-6 and providing continuity of learning for all students, particularly those entering Stage Two. In order to bridge this gap, it is imperative that we are implementing quality, evidence-based interventions and current best teaching practices in all stages and classrooms across our school setting. This will be guided by the instructional leadership model and will build on the collaborative approach of the previous school planning cycle. This will help to ensure teachers are continually refining and transforming their practice, with an increased focus on

understanding their impact in the classroom.

3. Positive School Culture

Through analysis of our surveys and SCOUT data, we have identified a need to review attendance procedures within our school, particularly in regards to monitoring and identifying families in need of support. We will endeavour to work closely with students and their families, to strengthen the relationship between the home and the school, and to ensure we are catering for the wellbeing needs of all members of our school community. The WPS Community Hub is an integral part of this strategy. Our continued work and implementation of the Positive Behaviour for Learning (PBL) framework will also underpin our planned approach to addressing the wellbeing needs of our school. Targeted lessons, whole school expectations and values, as well as reward systems and behaviour monitoring strategies will continue to be developed and refined in order to align with our school context and to meet the evolving needs of our students.

The school is striving to build a complementary expertise approach involving shared responsibility for learning, progress and success leading children through the learning opportunities. Our work with individual students will be responsive and closely monitored. Structures will be put in place to identify students who need intervention and students not showing growth will be monitored and supported by the team of teachers supporting each class. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy, we will develop and sustain whole school data driven, evidence-based teaching practices that are measurable and responsive to the learning needs of individual students.

Initiatives

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

- Data Driven Practices
- Evidence Based Practices

Resources allocated to this strategic direction

English language proficiency: $20,952.70
New Arrivals Program: $15,535.00
Socio-economic background: $16,828.48
Refugee Student Support: $5,747.33
Aboriginal background: $6,000.00
Low level adjustment for disability: $67,270.00
: $91,449.82
Literacy and numeracy: $14,040.11

Summary of progress

In 2021, the focus of our work in Strategic Direction One was on using evidence-based approaches to the teaching and assessment of reading and on building the capacity of staff to use data to inform their teaching.

Our Instructional Leaders guided high impact professional learning on research-aligned literacy practices. This included explicit phonics instruction using Sounds Write pedagogy and evidence-based writing instruction guided by the principles of The Writing Revolution. Teachers delivered daily phonemic awareness and phonics lessons in K-2, as well as with identified students in 3-6 classes. Integrated English Units of Work were taught across the whole school, with a focus on explicit writing instruction and the development of language comprehension through the use of rich texts. EAL/D specialist teachers worked collaboratively with classroom teachers and instructional leaders to create scaffolds and adjustments, to ensure learning was accessible for every student.

During remote teaching, our strong systems of collaborative and evidence-based practice meant that programs were adapted and high quality lessons were delivered daily in our online learning environment. Classroom teachers and specialist staff used targeted assessments to collect and analyse data in literacy and numeracy, to inform their teaching. We used PLAN2 to monitor student growth and attainment during short teaching cycles. COVID intensive support was utilised in the form of MiniLit and numeracy support groups. Our data reflects strong student growth in literacy and numeracy, due to the success of these initiatives.

Next year in this strategic direction, we will implement further high impact professional learning to build teacher capacity in data literacy, data analysis and data use, creating sustainable whole school practices to improve our ability to monitor student growth and attainment.

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 percentage of students in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 56.7% Increase the percentage of students in	Data indicates 65.76% of students are in the top two skill bands for reading which is an increase against baseline data. Data indicates 57.07% of students are in the top two skill bands for numeracy which is an increase against baseline data.

the top 2 bands of NAPLAN numeracy to be above the system negotiated target baseline of 55.4%	
Increase the percentage of students achieving expected growth in NAPLAN Literacy above the system negotiated target baseline of 71.9% Increase the percentage of students achieving expected growth in NAPLAN numeracy above the system negotiated target baseline of 70.2%	Data indicates 67.24% of students achieved expected growth for reading which is a decrease against baseline data. Data indicates 51.72% of students achieved expected growth for numeracy which is a decrease against baseline data.
Learning Domain Curriculum, Assessment and Student Performance Measures are validated at Sustaining and Growing. **Teaching Domain** Data Skills and Use, Effective Classroom Practice and Professional Standards are validated at Sustaining and Growing.	• External Validation of the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Curriculum and Assessment. • External Validation of the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures. • External Validation of the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Data Skills and Use, Effective Classroom Practice and Professional Standards.

Strategic Direction 2: Classroom and Whole School Leadership

Purpose

To enhance the effectiveness of all teachers and school leaders, we will implement explicit systems for collaboration and professional feedback and harness and develop the leadership capabilities of all staff members to ensure every student, teacher, leader and our school improves every year.

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.

- Collaboration
- Educational Leadership

Resources allocated to this strategic direction

Professional learning: $33,483.14
Literacy and numeracy intervention: $70,634.34
QTSS release: $99,112.31
Socio-economic background: $12,000.00
English language proficiency: $237,812.40

Summary of progress

In Strategic Direction 2, the focus of our work was to strengthen our systems of collaboration and feedback, in order to support student growth, improve teacher capacity and achieve school excellence.

By embedding the Spiral of Inquiry model into our daily practice, we created a strong framework to drive continuous improvement in teaching and learning. We prioritised regular collaboration through stage-based Spiral Days, where teams of teachers analyse data, measure student growth, plan and evaluate teaching programs, and celebrate successes. Guided by the principles of High Impact Professional Learning, expert Instructional Leaders supported teachers to access high quality research, plan evidence-based instruction and to use data to inform their teaching. All teachers engaged in a book study of 'The Writing Revolution' and its explicit teaching principles were embedded into our Integrated English Units across the school. We established whole school scope and sequences, assessment schedules and resources, to improve collaboration and cohesion.

Highlighting our whole school culture of reflection, trust and collaboration, teachers sought out opportunities for informal observations by Instructional Leaders and colleagues, in addition to the formal observations undertaken as part of the PDP process. Our distributive model of leadership resulted in many aspiring leaders being supported and encouraged to lead impact teams and initiatives across the school, leading to enhanced curriculum delivery and supporting student achievement and wellbeing.

Next year, we will put additional systems in place to increase opportunities for teacher collaboration, and enhance cohesion and expert leadership through the creation of a K-6 Numeracy Instructional Leader role, as collective teacher efficacy, teacher quality and student outcomes are improved through regular, authentic opportunities to collaborate with colleagues and leaders.

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
Teaching Domain • Learning and Development is validated at Sustaining and Growing **Leading Domain** • Educational Leadership is validated at Sustaining and Growing	• External Validation of the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Learning and Development. • External Validation of the School Excellence Framework shows the school currently performing at excelling in the elements of Educational Leadership.
Spirals of Inquiry are embedded	• 100% of teachers participated in Spirals of Inquiry led by the leadership

practice across the school with teachers effectively applying a range of evidence-based teaching strategies to inform teaching and learning so all students are at instructional edge	team.
School self-assesses at *Excelling* in all five elements of the High Impact Professional Learning model	* The High Impact Professional Learning self-assessment tool data indicates that the school is at delivering or higher in all five elements of the HIPL model.

Strategic Direction 3: Positive School Culture

Purpose

In order to strengthen our positive and inclusive school culture, we will develop whole school processes that develop a shared sense of responsibility for student learning, engagement and wellbeing , ensuring success for all.

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.

- Empowering Students
- Wellbeing

Resources allocated to this strategic direction

New Arrivals Program: $5,000.00
Low level adjustment for disability: $79,066.25
Refugee Student Support: $4,000.00
Aboriginal background: $4,070.17

Summary of progress

Our work in Strategic Direction 3 focused on empowering students through high quality, visible learning opportunities and supporting student wellbeing by facilitating open communication, clear expectations and ensuring student voice and agency.

Learning was made visible through the inclusion of learning intentions and success criteria. These were embedded in all literacy and numeracy lessons across the school, both during remote teaching and when onsite. Our Future Focused Learning and 4Cs Transformational Learning Impact Teams were merged during 2021, which resulted in a more cohesive and effective team. Following a strong focus on feedback in 2020, we engaged in further professional learning this year and adjusted our approach to incorporate the 'fist-to-four' feedback model K-6.

This was improved further during remote teaching, with the inclusion of explicit examples of attainment at each level of learning, to support students to self-reflect and move their learning forward. Student data reflects the success of this feedback model and parent feedback during remote learning indicated that this was supportive and effective for students learning from home.

Student wellbeing was fostered, both at school and during learning from home. In Term One, we focused on integration and wellbeing initiatives for all students, especially our Kindergarten and OC cohorts. Students had opportunities for leadership during onsite learning, including SRC and Peacekeeper roles.

Our wellbeing initiatives and structures were adjusted significantly during remote teaching, to support students and their families. We put systems into place for regular wellbeing sessions via Zoom for both students and staff, as well as mindfulness lessons K-6. We developed more effective parent communication through the use of platforms such as Seesaw and Skoolbag, to ensure timely, supportive communication between school and home. The leadership team held multiple open parent Zoom sessions weekly, where parents were able to ask questions and share their experiences, to support wellbeing and to facilitate improvements in our delivery of online learning.

Our Community Hub continued to make contact with families and delivered its program remotely, especially to vulnerable families. We continued to engage our P&C remotely and a closed internal parent online platform was initiated to connect families.

Next year, we will strengthen formative assessment practices and put further systems in place which will amplify student, parent and community voice to promote wellbeing and a sense of feeling connected and belonging.

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 increase the number of students attending above the system negotiated lower bound of 85.9%	• The number of students attending greater than 90% of the time or more has increased by 2.75%.
Tell Them From Me Wellbeing data (advocacy, belonging, expectations of success) is above the system negotiated target baseline of 88.5%	• 82.57% of students reporting positive wellbeing outcomes has decreased by 5.93% across the positive wellbeing measures baseline.
The school self-assesses looking at the Dimensions of *Connecting learning at home and at school* and *Consultative decision making* of the Strengthening Family and Community Engagement in Student Learning school assessment tool	• Delay in implementing this initiative have required this work to be postponed to 2023. The self-assessment tool will be used in 2022 to gather baseline data.
Learning Domain Learning Culture and Wellbeing are validated at Sustaining and Growing	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of Learning Culture and Wellbeing.

Funding sources	Impact achieved this year
Refugee Student Support $9,747.33	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • Employment of Instructional Leader to drive collection and analysis of data for refugee students to monitor student progress and inform teaching and learning programs. • Maintaining positive relationships during remote learning **The allocation of this funding has resulted in:** Identification of and support programs tailored for individual refugee students; Maintenance of supportive relationships during remote learning. **After evaluation, the next steps to support our students with this funding will be:** to continue to monitor student progress, build relationships with refugee families post COVID.
New Arrivals Program $20,535.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Wollongong Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • Specialist teachers employed to collect and use data to inform teaching in literacy basics (phonics etc) • Funded supported teachers and interpreters were able to maintain contact with newly arrived and vulnerable families **The allocation of this funding has resulted in:** Newly arrived students were supported in their engagement of learning in a new language and a new culture; School was able to maintain contact and support newly arrived families. **After evaluation, the next steps to support our students with this funding will be:** The school will continue to support newly arrived families through regular EAL/D programs, building links with families through our community hub.
Socio-economic background $28,828.48	Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration • Data Driven Practices

Socio-economic background $28,828.48	**Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in:** All students having access to decodable readers in line with new literacy program implementation based on Science of reading and backed by research and informed by collection of data **After evaluation, the next steps to support our students with this funding will be:** Continue to implement literacy program targeting all students but with a focus on closing the gap
Aboriginal background $10,070.17	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollongong 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • SLSO support in developing Individual Learning Programs for Aboriginal students aligned to literacy and numeracy programs and providing in-class support • Teacher/SLSO monitoring of all Aboriginal students / families during remote learning, and providing support in engagement with learning and well-being. **The allocation of this funding has resulted in:** All Aboriginal students have Individual Learning Plan developed in consultation with family, performance data is collected and used to inform ongoing learning to ensure appropriate growth. Supportive relationships were maintained with all Aboriginal during remote learning and all continued with their learning. **After evaluation, the next steps to support our students with this funding will be:** Relationships initiated and maintained during distance learning will be further strengthened as we build on the trust and support garnered; learning programs will be maintained to ensure students continue to improve in their learning.
English language proficiency $258,765.10	English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration • Data Driven Practices **Overview of activities partially or fully funded with this equity loading include:** • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support

English language proficiency $258,765.10	• provide EAL/D Progression levelling PL to staff **The allocation of this funding has resulted in:** the collection of data throughout the year charting students' progress and identifying areas of need and informing future practice to ensure student growth: PL for all staff around the progressions to provide students best opportunities for engaging in learning. **After evaluation, the next steps to support our students with this funding will be:** to continue further PL for all staff around EAL/D teaching and learning; a targeted EAL/D project within the school focusing on identified need; establishment of and EAL/D Lead position to lead strategic planning for EAL/D in the school.
Low level adjustment for disability $146,336.25	Low level adjustment for disability equity loading provides support for students at Wollongong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** the identification of all students needing support throughout the school end ensuring that they receive that support; Regular Learning Support meetings to discuss students most at need and develop appropriate strategies and or referrals to support those students; SLSO support for at-risk students in classrooms and playground and a co-ordinated well-being response throughout COVID lockdown. Implementation of the Mini-Lit program to identified junior students. **After evaluation, the next steps to support our students with this funding will be:** Development of a secure and comprehensive tracking and recording system to ensure that all student information gathered is retained and accessible to all teaching staff to ensure all students are provided with ongoing support; continuation of the implementation of Mini-lit for identified junior students.
Literacy and numeracy $14,040.11	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wollongong Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students **The allocation of this funding has resulted in:** all students having access to decodable readers in line with the teaching of the Science of Reading, building their capacity to engage with reading.

Literacy and numeracy $14,040.11	**After evaluation, the next steps to support our students with this funding will be:** to continue obtaining appropriate readers, further purchase on-line resources to support student learning through best practice literacy and numeracy learning.
QTSS release $99,112.31	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wollongong Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** improved student engagement and learning in literacy through the development of a school wide model of literacy delivery based around the Science of Reading and providing uniformity across all classes in each stage. **After evaluation, the next steps to support our students with this funding will be:** to continue to support student learning through further refinement of the Instructional Leader model, adjusting teacher support based on need. Introduce a Numeracy IL to ensure student growth in numeracy.
Literacy and numeracy intervention $70,634.34	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wollongong Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • employment of Instructional Leader to support the delivery of evidence-based literacy (Science of Reading, Writing Revolution) and data driven practices. • Instructional Leader led the collaborative planning, delivery and review of literacy units throughout the year. **The allocation of this funding has resulted in:** a significant growth in student literacy learning following increased collaboration between all teaching staff in preparation and delivery of high quality literacy program. an increased understanding of the "why" of teaching literacy in both students and teachers. **After evaluation, the next steps to support our students with this funding will be:** to continue supporting student learning through the Instructional Leader model to further develop collaborative practice and high quality teaching and learning programs in literacy and numeracy.
COVID ILSP $91,449.00	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. **Funds have been targeted to provide additional support to students**

COVID ILSP $91,449.00	**enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Specialist teacher in Numeracy support employed to target identified students lagging in numeracy skills. • Specialist teacher in Literacy employed to target identified students lagging in Literacy skills - particularly in K-2. • Small groups of identified children supported using Mini-Lit intervention in K-2 • Numeracy support teacher worked with identified students in Years 3 and 5 to support their numeracy development leading up to Naplan. **The allocation of this funding has resulted in:** Targeted students across the school receiving intensive small group tuition in literacy and numeracy and showing measurable growth. **After evaluation, the next steps to support our students with this funding will be:** to continue working with identified small groups of students using mini-lit resource and identify an appropriate similar literacy support resources for 3-6 to ensure that all students have access to effective support programs. Continue targeted support in numeracy for at risk students..

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	254	266	273	252
Girls	225	244	247	248

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	93.2	91.7	92.9
1	92.3	93.6	91.9	94.5
2	93.5	91.8	92.1	93.6
3	95.1	93.9	91.2	92.5
4	93.9	90.9	90.8	94.4
5	95	93.8	91.2	94.2
6	92.9	94.3	89.1	92.9
All Years	93.7	93.3	91.1	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.52
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.96

*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	84,149
Revenue	4,956,951
Appropriation	4,663,136
Sale of Goods and Services	3,306
Grants and contributions	286,543
Investment income	153
Other revenue	3,813
Expenses	-4,967,726
Employee related	-4,632,928
Operating expenses	-334,798
Surplus / deficit for the year	-10,775
Closing Balance	73,375

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	9,747
Equity Total	444,000
Equity - Aboriginal	10,070
Equity - Socio-economic	28,828
Equity - Language	258,765
Equity - Disability	146,336
Base Total	3,713,627
Base - Per Capita	128,189
Base - Location	0
Base - Other	3,585,438
Other Total	306,773
Grand Total	4,474,147

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

The school utilised the Tell Them From Me survey data to measure parent, caregiver, student and teacher satisfaction and to inform the work of improvement. Results have been shared with P&C and student groups.

The Tell Them From Me Student Survey provided us with the following insight to guide school planning and to identify school improvement initiatives.

The students in Years four to six identified the following strengths:

The students felt their social-emotional outcomes were supported through positive relationships. With 79% of students agreeing that they have friends at school they can trust and who encourage them to make positive choices.

The students felt their social-emotional outcomes were supported through students positive behaviour at school. With 95% of students agreeing that students do not get in trouble at school for disruptive or inappropriate behaviour.

The students in Years four to six identified the following challenges:

The students felt their social-emotional outcomes could be better supported through student participation in school sports. With 54% of students agreeing that a higher rate of participation in sports other than their physical education class would be beneficial.

The students felt their social-emotional outcomes could be better supported through positive homework behaviours. With 38% of students agreeing that a higher rate of students dong homework with a positive attitude would be beneficial.

The Tell Them From Me Focus on Learning Teacher Survey Report provided us with the following insight to guide school planning and to identify school improvement initiatives.

The teachers in Years four to six identified the following strengths:

The teachers felt the eight drivers of student learning is well supported through Data Informed Practice. With teachers agreeing that when assessment tasks or daily tasks fail to meet expectations, then students are given an opportunity to improve and results from formal assessment inform lesson planning.

The teachers felt the eight drivers of student learning is well supported through Inclusive schooling. With teachers agreeing that staff strive to understand the learning needs of students with special learning needs and teachers establish clear expectations for classroom behaviour.

The teachers in Years four to six identified the following challenges:

The teachers felt the eight drivers of student learning could be better supported through Leadership. With teachers agreeing that school leaders could better support teachers to create challenging and visible learning goals, provide useful feedback about my teaching and take more time to observe my teaching.

The teachers felt the eight drivers of student learning could be better supported through Parent Involvement. With teachers agreeing that support is needed to encourage parents to review and comment on their students work and that parents are regularly informed about their child's progress.

The Tell Them From Me Partners in Learning Survey Report provided us with the following insight to guide school planning and to identify school improvement initiatives.

The parents and carers in Years four to six identified the following strengths:

The parents and carers felt that they were supported for learning at home. With parents and carers agreeing that children were encouraged to do well at school and that children were given praise for doing well at school.

The parents and carers felt that they were welcome at school and were well informed. With parents agreeing that they felt it was easy to speak with their child's teacher, that reports are written in terms that are understood and concerns about their child was communicated immediately.

The parents and carers in Years four to six identified the following challenges:

The parents and carers felt that the school support for learning was an area for improvement. With parents and carers agreeing that children could be better supported when staff take into account the children's needs, abilities and interests and expectations for children to work hard.

The parents and carers felt that the school support for positive behaviour was an area for improvement. With parents and carers agreeing that children could be better supported with additional time being devoted to extra-curricula activities and teachers expectation to pay attention in class.

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.