

2021 Annual Report

Wingham Brush Public School



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Introduction

The Annual Report for 2021 is provided to the community of Wingham Brush 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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Message from the principal

The past year has certainly held a lot of challenges. We started the year feeling hopeful that we had turned the corner on COVID-19 and were eager to get back to business. The weather decided to challenge us once more when floods swallowed our beautiful town. Again, the community spirit rose to the occasion and the support and care of each other was abundant. The disruption to our students learning has been relentless. The COVID-19 pandemic impacted on every aspect of our modern lives and especially on the way schools were able to engage with their students, parents and communities.

Across most of Australia, schools shifted rapidly towards the temporary use of remote learning at a previously untried scale, this required school leaders, teachers and other staff to implement new and innovative approaches to support student learning, health and wellbeing. This involved adapting schedules and classes for the online environment and rapidly establishing new tools, methods and modes for teaching, learning and student support, with varying levels of preparation and training. School leaders, teachers, students and parents rallied to meet the challenges head on.

I am proud of the way our students and teachers embrace challenges, change and hard work.

I am proud of the care, support and encouragement the children here give each other.

I am proud of the way the P & C works to support the school, not just in fundraising but also by supporting the schools academic targets.

I am proud of the gains our students have made academically and of the sportsmanship that is apparent in all our students.

Walt Disney said, 'You can dream, create, design and build the most wonderful idea in the world, but it requires people to make the dream reality'.

I witnessed this statement come to life. I am overwhelmingly proud of the way every staff member in the school pulled together and created, designed, painted, sewed, trained and supported each other to make our concert a spectacular success. I watched with wonder as the students embraced their roles, sang their songs, danced and supported each other. There was a positive and heartening vibe throughout the school.

I consider myself very fortunate to be the Principal of Wingham Brush Public School and look forward to witnessing our students flourish and succeed.

Kylie Seaman

Principal

School vision

At Wingham Brush PS, our vision is to provide innovative and differentiated curriculum that meets the learning needs of all students' education. We endeavour to inspire, challenge and empower resilient, self-motivated students with a strong foundation in literacy and numeracy. Our supportive staff are committed to delivering high-quality instruction that is inclusive and ensures that every student is valued and cared for in a safe and nurturing environment.

School context

Wingham is a diverse rural and highly productive area in the Mid North Coast of New South Wales, situated twelve kilometres west of Taree, with a population of approximately 5 300 people. The area supports a variety of farming and dairy ventures and the town has a successful abattoir. Within the school grounds there is an Environmental Education Centre which can be used by visiting schools. There is an environmentally sensitive area attached to our school called Wingham Brush, a small pocket of rainforest with attractive boardwalks and home to a large colony of grey-headed flying foxes. Wingham Brush Public School has an enrolment of 196 students. 12% of our students are Aboriginal. Our school is supported by the Taree Aboriginal Education Consultative Group (AECG).

Our structure consists of nine regular and multi-grade classes. Our school is equipped with two computer labs, as well as mobile and interactive technology within our heritage buildings. Our core values of Respect, Responsibility and Resilience support our wellbeing policies in providing a positive learning environment. Teachers aspire to provide differentiated high quality instruction which addresses the needs of all students. School Learning Support Officers (SLSOs) provide support in building social skills, extra support in curriculum and intervention programs for targeted students.

Our rich wellbeing programs support the social, emotional and physical needs of our students, including comprehensive transition programs, building on our strong partnerships with the local pre-schools and high-school. Our school enjoys a breakfast program and supported playground activities for a range of student interests. Students have opportunities for extra-curricular participation including representation across a range of sports, debating, public speaking and creative performances, drumming, ukulele tuition, choirs and annual whole-school concerts.

Our school enjoys a cohesive mix of experienced and early career teachers who work collaboratively to implement high-quality differentiated teaching practice. Based on our situational analysis, school and system priorities, student performance data and staff identified need, we will continue to deliver ongoing, carefully planned and resourced professional learning, to further develop collective efficacy focussed on continuous student growth and engagement.

We value our supportive parents and wider community, encompassing our P&C, parent body and local community members including Aboriginal elders. The staff and parents enjoy a positive relationship, actively promoting the school and its students. The school has an established before and after school care facility (OOSH) that provides a service to our parents and the wider community.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	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	Sustaining and Growing
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

Our purpose is to increase the number of students achieving expected growth in Numeracy and Reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

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.

- Highly Effective Teaching Practices
- Differentiated Learning

Resources allocated to this strategic direction

QTSS release: \$19,344.36

Professional learning: \$2,000.00

Aboriginal background: \$25,833.99

Literacy and numeracy intervention: \$317.17

Literacy and numeracy: \$2,764.06

Summary of progress

The focus for 2021 was to increase the number of students achieving expected growth in Numeracy and Reading through data driven practices, explicit teaching, differentiated programs and feedback to build strong foundations in academic success.

This involved the leadership team delivering professional learning addressing data driven practices, demonstrating explicit instruction. Teachers provided individualised, explicit, differentiated instruction in Literacy and Numeracy through targeted intervention and enrichment programs. These programs were driven by regular tracking and monitoring of student data.

On return from multiple interruptions due to COVID-19, teachers reassessed to identify the new baselines for student learning. These baselines informed areas of focus within our programming for the remainder of the year. Online learning varied in its success within our school community due to limited access to internet and devices. At this time, supporting student and parent well-being across the school became a priority due to the high pressures on low socioeconomic families. Internal school data indicated the following results for students accessing Literacy and Numeracy interventions (24 students participating in the QuickSmart program and 74 students participating in the COVID Intensive Learning Support Program (CILSP);

- 100% of students participating in the QuickLit intervention program for reading demonstrated a minimum growth of 0.4 effect size, with the average effect size across all reading areas being 0.9
- 100% of students participating in the QuickSMART intervention program for Numeracy demonstrated a minimum growth of 0.4 effect size, with the average effect size across all areas of Numeracy being 0.947
- 51% of students participating in the COVID ILSP intervention program for reading demonstrated an effect size of greater than 0.4 in the Progressive Achievement Test (PAT) data.

Next year, the focus is on the continuation of professional learning delivered through multiple pathways including Professional Learning Circles (PLC), stage meetings, lesson study and peer observations. Explicit teaching remains a focus area, with a stronger lens on comprehension. A suite of intervention programs will continue, and the addition of extension programs to be implemented from Year 1 to Year 6 as informed from internal school 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
Increase the percentage of Year 3 and Year 5 students achieving in the top 2	• Data indicates that 15.25% of students are in the top 2 bands for Reading, indicating a 10% decline from baseline data.

bands of NAPLAN Reading to be above the system negotiated baseline of 25.5%.	
Increase the percentage of Year 3 and Year 5 students achieving in the top 2 bands of NAPLAN Numeracy to be above the system negotiated baseline of 19%.	<ul style="list-style-type: none"> • Data indicates that 13.79% of students are in top 2 bands for Numeracy, indicating a 5% decline from baseline data.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the system negotiated target baseline of 46%.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in Reading decreased to 41.67% indicating progress yet to be seen toward the lower bound target of 56.1%.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the system negotiated target baseline of 49.5%.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in Numeracy decreased to 33.3% indicating progress yet to be seen toward the lower bound target of 57.2%.
At least 60% of students in Year 2-6 will demonstrate a 0.4 growth (effect size) when comparing start of year and end of year PAT scores in reading and numeracy.	<ul style="list-style-type: none"> • The percentage of students in Years 2-6 who demonstrated a minimum growth of 0.4 growth in PAT in Reading was 38.8%. • The percentage of students in Years 2-6 who demonstrated a minimum growth of 0.4 growth in PAT in Numeracy was 45%.

Strategic Direction 2: Performance Development Culture

Purpose

Our purpose is to develop collective efficacy focused on continuous improvement to build teacher capacity that enables data-driven practice to inform effective, high-quality instruction through collaborative planning and feedback.

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.

- Teacher Capacity Building
- Effective Data Use

Resources allocated to this strategic direction

Professional learning: \$14,634.31

QTSS release: \$13,000.00

Summary of progress

The focus in 2021 was embedding and implementing systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and a provision of specific and timely feedback between teachers. The purpose being to drive ongoing, school-wide improvement in teaching practice and student results. All teachers develop a sound understanding of student assessment and data concepts, by analysing, interpreting and extrapolating data and collaboratively using this to inform planning, identify interventions and modify teaching practices.

This involved professional learning which was planned around student data that reflected the need for a focus on differentiation and improvement in student engagement. Data Talks and Professional Learning Circles (PLC's) formed the basis of building teacher capacity. Executive delivered Professional learning (PL) to their stage teams with a focus on reading programs. Teachers created templates that reflected the syllabus outcomes and reading progressions in Understanding Texts.

As a result, teachers are continuing to develop a wider range of quantitative and qualitative strategies including formative and summative data to identify student needs. They are engaging in regular analysis of student data in PLC's, Stage meetings and Data Talks. The impact is observable in teacher programs and classroom observations focusing on differentiation. Executive teachers used the demonstrated teacher knowledge and evidence of assessment and data use to inform professional learning planning.

Next year, the focus will be to continue PLC's throughout the year to deliver tailored professional learning, specifically in the areas of reading and comprehension with a more targeted approach to Close Reading and the Super Six Comprehension Strategies. Scheduled five weekly data talks will continue to support teachers in the analysis of reading data to identify student needs and differentiate teaching effectively.

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
60% of teachers effectively use and apply their skills in using data sources to differentiate teaching and learning programs.	All teachers are collecting the data, specifically in reading and comprehension and demonstrating this in programs, discussions through Data Talks and PLC's. When the structures and supports are not provided e.g. without the guidance of Data Talks to analyse the data, not all teachers are independently using this data analysis to make adjustments to their teaching programs. Further development and professional learning is required to increase teacher capacity in this area. Teacher's knowledge and skills gained in PLC's around data analysis and differentiation are not consistently reflected in teaching programs and observations..
Improvement against the HIPL school self-assessment from delivering to	Evidenced against the High Impact Professional Learning (HIPL), professional learning was planned around student data that reflected the

<p>sustaining and growing across the themes, 'Professional Learning is driven by identified students needs', 'Professional learning is continuous and coherent' and 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement'</p>	<p>need for a focus on differentiation and improvement in student engagement. Therefore, Data Talks and Professional Learning Circles (PLC's) formed the basis of building teacher capacity. They were scheduled and delivered on a regular basis to form a rigorous routine that utilised current classroom based formative and summative assessments. The focus on analysis of data to inform teaching and learning and a specific focus on comprehension has had a positive impact on student outcomes. Teachers stated that they were more confident in collecting and analysing data and using the data to address student needs. Teacher Performance Development Plans (PDP) aligned with school targets that were driven by the school's situational analysis.</p>
<p>100% of teachers are aware and understand the four visible learning levels of feedback with a specific focus on task and process, to improve students ability to monitor, direct and regulate actions towards their learning goals.</p>	<p>Staff analysed student and teacher surveys around the meaning of and types of feedback. Teachers reflected on their own practice within the classroom around the type, frequency and effectiveness of their feedback within their own classrooms. Professional learning around the four different levels of feedback was planned but not implemented due to COVID-19 school interruptions.</p>

Strategic Direction 3: Engaged Learners

Purpose

Our purpose is to implement evidence-based, systemic practices and processes resulting in measureable improvement in wellbeing, attendance and engagement in learning.

Initiatives

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

- Attendance
- Student Engagement

Resources allocated to this strategic direction

QTSS release: \$6,000.00

Aboriginal background: \$5,000.00

Summary of progress

The focus in 2021 was to implement systemic practices and processes that resulted in measurable well-being, attendance and engagement in learning. This involved monitoring and analysing attendance data to ensure regular attendance rates for all students, including those at risk. Staff were up-skilled in attendance procedures and an attendance flow chart was implemented to ensure clarity of processes. Increase in communication to parents using multiple communication avenues highlighting the importance of regular attendance. Regular and targeted individual teacher-parent communication was employed to reassure and improve community confidence in student safety and well being.

There was a concerted effort to reduce interruptions to teaching and learning, whilst providing opportunities for students to build positive relationships with teachers through well being activities, lessons and outlets for emotional expression. Stage meetings and Professional Learning Circles provided opportunities for teachers to share strategies and plan well informed and engaging lessons that were stage appropriate and differentiated.

As a result students were able to feel more connected to the school and teachers. Positive feedback from parents indicated students wanted to be at school and felt the impact of isolation and COVID-19 restrictions. Well-being activities built resilience and stamina for coping with the school day among students. The COVID 19 restrictions and guidelines impacted heavily on student social interaction and the opportunities to celebrate success. There were increased levels of anxiety in students and parents which was monitored and eased through communication, understanding and providing space and strategies to improve their skills in managing the anxiety.

Next year there will be a continued, consistent focus on attendance and communication with parents. A review of well-being programs has been conducted and as a result a garden program will be implemented including whole class lessons and targeted small groups. A trampoline has been purchased for students across the school including use for specific high needs students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school greater than 90% of the time to be above the baseline of 67.2%.	The number of students attending greater than 90% of the time has decreased by 9%
Increase the percentage of students with positive wellbeing to be above the baseline of 74.5%.	Tell Them From Me (TTFM) data indicates 69.7% of students report a positive sense of well-being (expectations for success, advocacy, and sense of belonging).
Improvement in growth from <i>Delivering</i>	Across the themes of Attendance Communication, Administrative

to <i>Excelling</i> against the School Attendance Self Assessment Matrix in the areas of <i>Attendance Communication, Administrative Recording, School attendance Procedures</i> and <i>Staff knowledge and Skills</i>	Recording, School Procedures and Staff knowledge and Skills there have been varying degrees of improvement from delivering to sustaining and growing against the School Attendance Self Assessment Matrix.
Increase the percentage of students with a sense of belonging to be above 62% in the TTFM Survey.	42.3% of students, Year 4-6, indicate a sense of belonging demonstrating progress yet to be seen towards the school-based progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,530.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wingham Brush Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of School Learning and Support Officer (SLSO) to monitor, support and assist in the learning of students with diagnosed disabilities. <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All Personal Learning Support Plan (PLSP) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student PLSP reviews, to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$207,124.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wingham Brush Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher (FTE1.0) to establish an extra class. • Employment of additional SLSO to support targeted students in the classroom and playground. • Increased equitability of resources and services, including the purchase of laptops for classroom and library use. <p>The allocation of this funding has resulted in: The additional teacher enabled class sizes across the school to be reduced. This resulted in quality explicit teaching and data collection taking place on a regular basis. The smaller cohorts enabled more attention to analysis of data and focus on point of need teaching. Teachers differentiated curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. This also assisted in the delivery of online learning, implemented due to the COVID-19 pandemic. SLSO were critical to the implementation of well being programs in the playground and delivery of intervention programs for targeted students. PAT data indicated that Years 2-6 had an average effect size of 0.44 in numeracy. Specific intervention programs indicated a strong gain for targeted students with an average effect size of 0.947 in Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to fund the additional teacher and SLSO to better support targeted students and provide opportunities to all students in the classroom. Building teacher capacity to improve explicit teaching of reading and writing</p>

<p>Socio-economic background</p> <p>\$207,124.36</p>	<p>and the development of skills in using data analysis to inform the teaching programs.</p>
<p>Aboriginal background</p> <p>\$30,833.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wingham Brush Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of SLSO to tutor and support Aboriginal Students across K-6. • Executive to monitor and track Aboriginal student progress. • Teachers to develop PLP's in consultation with students and parents. <p>The allocation of this funding has resulted in: Engagement of SLSO's to target and support students K-6 in literacy and numeracy intervention programs produced significant results in student growth across both key learning areas. Targeted students participated and made substantial progress in intervention programs. Funding was utilised to provide time for teaching staff to develop Personal Learning Plans. Aboriginal students were supported in their development of PLPs and contact with family was consistent and regular. Students were supported within the classroom to access learning and provided with opportunities to build trusting relationships with the staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to monitor progress, specifically focused on early intervention in the infants years. The initiation of a garden program will provide opportunities to develop in consultation with students and community, a bush garden. The employment of an Aboriginal Education Officer (AEO), to support cultural knowledge and understanding will further develop connections with students and families.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wingham Brush Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of resources to assist teachers in developing appropriate adjustments to support students. <p>The allocation of this funding has resulted in: Students being supported through differentiated and informed lessons and teaching programs. This has improved their ability to access the curriculum successfully.</p> <p>After evaluation, the next steps to support our students with this funding will be: To revise the current resources and evaluate the need for professional learning for staff to support students.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$147,720.82</p>	<p>students at Wingham Brush Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Learning and Support Teacher (LaST) and interventionist teacher • Targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in an increase of students achieving growth in NAPLAN , PAT and internal assessment results. The school achieved a more consistent approach to student learning support resulting in interventions and health needs being addressed and subsequent collaborative learning support activities being implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,248.15</p>	<p>The location funding allocation is provided to Wingham Brush Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement. • Subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: All students having equal opportunities to attend events and access technology within the classroom. This also increased student engagement and advocacy for school.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase collaboration, resources and overcome isolation through financial and wellbeing support.</p>
<p>Professional learning</p> <p>\$16,634.31</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Wingham Brush Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Teacher Capacity Building <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive led teachers in Professional Learning Circles(PLC) to gather and analyse baseline data every 5 weeks on comprehension skills using the short assessments for reading Years 3-6 and agreed L3 and benchmarking

<p>Professional learning</p> <p>\$16,634.31</p>	<p>for K-2. Teachers identify the different skill levels of students in their class in order to differentiate teaching and learning accordingly. Teachers review reading and numeracy hub to identify resources that link to the identified needs of students in their classroom.</p> <p>The allocation of this funding has resulted in: Short comprehension assessment tasks being used to increase understanding of student knowledge and understanding. The data is informing teaching programs and developing teacher skills in differentiation. As a result, explicit lessons are addressing students point of need. Teachers are developing their own short comprehension assessments. Executive monitor and support teachers and teacher are sharing their developed resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to grow the skills of teachers in providing quality and targeted assessment tasks that inform teaching and learning programs resulting in point of need teaching. Professional learning to be more personalised and targeted in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$2,764.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Wingham Brush Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Teachers actively engaging in explicit strategies and point of need of teaching. Professional learning is used to support teachers in addressing student underachievement and drive student progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to deliver targeted PL consistently across all stages and provide opportunities for teachers to share high impact teaching strategies.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Wingham Brush Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ Instructional Leader to mentor and build capacity of teachers to implement the most effective strategies to improve teaching and learning with particular focus on differentiation, data collection and analysis. <p>The allocation of this funding has resulted in: An increase in teacher skills and knowledge in implementing explicit reading strategies. Teachers are more confident in the application of teaching reading strategies, programming, and collection and analysis of data focused on reading. The disruption of the pandemic and sporadic attendance impacted heavily on student progress. 43% Kindergarten students, 62% Year 1 students and 46% Year 2 students achieved the minimum reading benchmark at the end of 2021.</p>

<p>Early Action for Success (EAfS)</p> <p>\$102,907.80</p>	<p>After evaluation, the next steps to support our students with this funding will be: This funding is in its final year and we will be modelling our appointed AP Curriculum and Instruction (APC&I) on the Early Action for Success model K-6. Building the capacity of teachers to improve student outcomes through PL, collaborative analysis of data and planning and shoulder to shoulder support within the classroom.</p>
<p>QTSS release</p> <p>\$38,344.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wingham Brush Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Differentiated Learning • Teacher Capacity Building • Effective Data Use • Attendance • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leader and Assistant Principal work closely with teachers within rooms to improve the effectiveness of their reading pedagogy. <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice in reading. Teachers use learning intentions, success criteria and have a strong focus on quality summative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing opportunities for all executive to lead improvement in areas where teachers need specific support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Wingham Brush Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning within the classroom across all KLA. Evidence can be seen in a combination of internal assessments including reading assessments, writing samples and teacher observation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</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.

Funds have been targeted to provide additional support to students 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:

- Implement intensive small group tuition program, meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments.
- CILSP teachers and Executive staff support the classroom teachers in their writing program. CILSP teachers take a small group each to explicitly teach writing skills. All students in class participate in small group writing instruction and complete a text by the end of the 3 days. Classroom teacher introduces topic and text prior to the intensive writing sessions.

The allocation of this funding has resulted in:

Reading Levels/running records -

Kinder - 100% of students increased reading levels in 10 weeks of intensive learning

Year 1 - 100% of students who participated for 10 weeks or more increased their reading levels.

Year 2 - 80% of students who participated for 10 weeks or more increased their reading levels.

Year 3 - 100% of students who participated for 10 weeks or more increased their reading levels.

Year 4 - 100 % of students who participated for 10 weeks or more increased their reading levels.

Year 5 - 75 % of students who participated for 10 weeks or more increased their reading levels.

Year 6 - 100 % of students who participated for 10 weeks or more increased their reading levels.

Reading Age (Waddington)

Year 1 - 100% of students had expected growth or above

Year 2 - 100% of students had expected growth or above

Year 3 - 80% of students had expected growth or above

Year 4 - 100% of students had expected growth or above

Year 5 - 25% of students had expected growth or above

Year 6 - 100% of students had expected growth or above

PAT Data (May 21 to Oct 21)

Literacy - 25% of students had an effect size of greater than 0.2% (6 months)

Numeracy - 81% of students had an effect size of greater than 0.2% (6 months)

This term, we decreased some student numbers for literacy and numeracy due to a CIL teacher being reassigned to a class. Attendance for some students continued to be poor and this is to be taken into consideration when selecting students for next year.

After evaluation, the next steps to support our students with this funding will be:

Frequent analysis of student assessment including the recording of data on PLAN2 and develop processes for this information to be shared between ILSP Coordinator and classroom teachers. Develop structured processes for planning explicit and visible learning goals for identified students and sharing between stakeholders. Improve systems to identify students needing additional support or referral to learning support team and seek further input from the school LaST and APC&I. Engage new ILSP teachers in PL to enable consistent delivery of effective practice into next year. Continual evaluation of impact on teaching and learning and planning regular data talks and data collection and communication with parents and carers.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	96	100	97	93
Girls	94	100	108	107

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.1	94	91.2	90.3
1	92.7	88.7	93.3	90.9
2	94.6	94.2	92.9	89.6
3	89.7	92.9	92.8	89.8
4	90.4	92.5	93	88.1
5	91.9	91.6	93.4	89.5
6	91.1	91.7	93.7	89.7
All Years	91.4	92.2	92.9	89.7
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
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	99,633
Revenue	2,603,961
Appropriation	2,522,460
Grants and contributions	53,422
Investment income	175
Other revenue	27,904
Expenses	-2,557,396
Employee related	-2,336,809
Operating expenses	-220,588
Surplus / deficit for the year	46,564
Closing Balance	146,198

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	142,530
Equity Total	388,079
Equity - Aboriginal	30,834
Equity - Socio-economic	207,124
Equity - Language	2,400
Equity - Disability	147,721
Base Total	1,592,027
Base - Per Capita	50,536
Base - Location	3,248
Base - Other	1,538,243
Other Total	229,573
Grand Total	2,352,210

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 results that follow below aim to give a general overview of the satisfaction levels of our key stakeholders, which has been resoundingly positive with suggestions for some useful areas for future focus.

Throughout the course of 2021, we implemented a number of tools to seek community, student and staff satisfaction. The challenging climate of the past 2 years has strengthened the rapport and relationship between the school and parent community. Parents were overwhelmingly appreciative of our ongoing support and availability during a difficult time. There is a shared appreciation of the difficulties with technology challenges, anxiety and economic struggles. P&C were informed of the schools directions and healthy discussions revolved around the implications and impact for students. Parents were buoyed by the schools understanding of their children's needs, contextual difficulties and the intensive support and guidance they received. Parents were very supportive of the energy placed on intervention, inclusion and transition programs within the school.

The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students, specifically the emphasis on student well being. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. Our approach to communication with parents and community is multi-layered. Parent-teacher communication is delivered through multiple apps, face to face, phone and print. Parents have formal opportunities to meet with teachers and are encouraged to meet informally when needed. Parents and community are kept informed through the school website and newsletter, which is distributed electronically through both the Skoolbag app and school website. The parents perceive the school to be 'parent friendly'.

Students were also surveyed a number of times throughout the year, the most comprehensive of which being the Tell Them From Me survey, where we were able to make a comparison with previous results and heavily analyse the students perspectives and understanding of the questions being asked with interesting results.

Seventy-four students from years 4 to 6 completed the Tell Them From Me survey. 81% had positive responses to advocacy at school and 87% had expectations of success. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. Positive teacher-student relations were rated 8/10 by the students. There was a positive response to how often students are praised and rewarded for their success. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction, demonstrated through the exceptionally high, 93% of students participating in the school production which was performed and videoed without audience.

Staff had many opportunities to offer feedback, including in qualitative interviews with the leadership team, as well as written responses a number of times throughout the year. A very strong collegial ethos is apparent at all levels of the school. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with students, contribute to a high level of teacher satisfaction.

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.